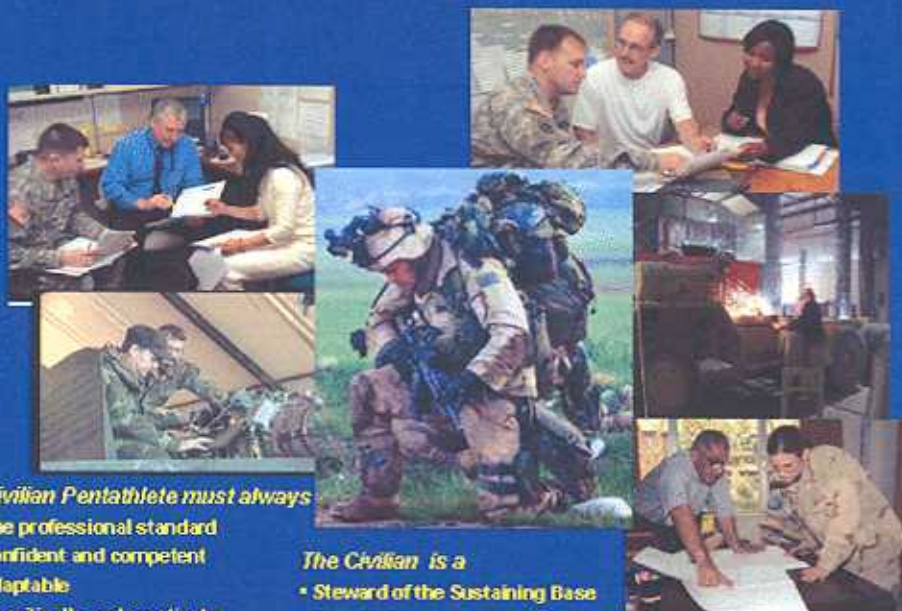# Review of Education, Training, and Assignments for Leaders (RETAL)

Civilian Team Report
May 2006

The Civilian Pentathlete must always
- Set the professional standard
- Be confident and competent
- Be adaptable
- Think critically and creatively
- Develop leaders
- Steward resources
- Be culturally aware

The Civilian is a
- Steward of the Sustaining Base
- Foundation for the Industrial Base
- Business and technical leader
- Enterprise leader and developer
- Multifunctional leader

Service to the Soldier,
Servants to the Nation

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INTRODUCTION

Background: In 1775, Army civilians were employed as clerks, skilled tradesmen or craftsmen, physicians, teamsters and unskilled laborers. Today, Army civilians serve in over 400 occupational fields and have significant responsibilities at all levels of organizations in the Institutional Army. Over 6,000 have been deployed overseas in direct support of recent operational missions. Currently, nearly 2,300 are deployed in support of Operation Iraqi Freedom and Operation Enduring Freedom. Civilians have increasingly taken on positions of greater responsibility, accountability and authority at installations, Army Commands, Headquarters Department of Army, and other organizations throughout the Army. For example, during the last 20 years or so, many, if not most, military division chief and key director positions at typical Army garrisons were converted to civilian positions. Likewise, many Army Command Deputy Chief of Staff (G-staff) positions formerly designated as General Officer authorizations are now filled by civilian senior executives. Current and projected military to civilian conversions will continue this trend.

It is clear that in this early part of the 21st century, Army civilians are being called upon to take on levels of responsibility that have traditionally been performed by military members. With the Army transformation, it is imperative to have quality civilians in leadership positions. Civilians have become the bedrock of the Institutional Army. The changes in roles of civilians are so great that it is time to invest in this critical asset to build the necessary competencies and capabilities required to meet new leadership challenges.

On 6 July 2005, the Office of the Secretary of the Army released a memo that provided for the establishment of the RETAL Task Force within the Executive Office of the Headquarters (EOH), Department of the Army. The Task Force included three teams representing the officer, noncommissioned officer, and

civilian segments of the Army. Each team was required to respond to the following specified tasks:

- Identify requirements based on the Secretary of the Army (SA) and Chief of Staff of the Army (CSA) vision for 21st Century *"Pentathlete."*
- Review existing civilian leader policies and programs and analyze for gaps, redundancies, and voids.
- Identify successful elements of current policies and programs that must be sustained.
- Recommend deletions, additions and modifications to existing policies and programs.

This report represents the findings of the Civilian RETAL Team in response to the specified tasks. The Team's concept of operation included—

- Conducting interviews with Army leaders and action officers and industry
- Examining leader development programs of Department of Defense (DOD) services, other selected government agencies, and industry
- Reviewing literature, to include existing studies and research on leader development
- Reviewing existing Army and DoD policy and guidance

Some of the literature reviewed by the Team included Army Attitude Surveys, Army Training and Leader Development Panel Report - Civilian Study (ATLDP-C), and studies by the National Academy for Public Administration (NAPA), Army Research Institute (ARI), and the American Management Association (AMA). Additionally, the Team reviewed other documents and initiatives to determine implications for civilian leader development, including the Army Campaign Plan, 2006 Army Posture Statement, the ARFORGEN Model, TRADOC Areas of Interest, and military-to-civilian conversions.

In response to the first task, the team modified the original Pentathlete model somewhat in order that it resonate better with civilians in the Army. This model is shown below.

Growing Army Leaders in the 21st Century "The Pentathlete"

Multi-skilled Leader		Leader Attributes

- Strategic & creative **thinker**
- **Builder** of leaders and teams
- Competent full spectrum warfighter or **accomplished professional** who supports the Soldier
- Effective in **managing, leading & changing** large organizations
- Skilled in governance, **statesmanship**, and diplomacy
- Understands **cultural context**, and works effectively across it
	Personifies the **Civilian Corps Creed** in all aspects, from mission support to statesmanship to enterprise management... It's a way of life	- **Sets the standard** for integrity and character
		- **Confident** and **competent** decision-maker in uncertain situations:
		  - **Prudent risk taker**
		  - **Innovative**
		  - **Adaptive**
		- **Empathetic** & always positive
		- **Professionally educated** and dedicated to **life-long learning**
		- **Effective communicator**

Transformation is Ingrained in Everything we do... Today and in the Future
Relevant and Ready...Today and Tomorrow

Figure 1

In response to the remaining tasks and as a result of the research and analysis, the Team recognized the need for some fundamental changes in the way the civilians are managed and developed as part of the total force.

First, the report addresses the need for an enterprise strategy that focuses on the identity of the Civilian Corps and how it will be used as a whole to support the Army mission – a strategy much like the Force Management and Force Development strategy used by the military. It would establish the roles, missions, and functions of the Civilian Corps as part of the total force. Doing this would, in

effect, create the conditions for realizing efficiencies and effectiveness in how the Army allocates resources in support of its civilian resource.

Second, the report addresses the need for a management system for the Civilian Corps, much like the Officer Personnel Management System currently under development. The intent of the management system for civilians would be to provide a clear strategy for acquiring, managing, sustaining, and retaining civilians to ensure a vibrant Civilian Corps that supports the enterprise strategy addressed above.

Lastly, the report addresses the need for a robust, well-managed, integrated, and sufficiently resourced system to develop the Civilian Corps and Pentathlete leaders. This system is critical to the development of Pentathletes. It must provide for both functional and leader development opportunities as well as the developmental assignments and self-development opportunities necessary to develop the kind of workforce and leaders necessary to meet the challenges of the transforming Army in the 21st century.

Each section of the report presents the issue and results of the analysis and research first, with recommendations for addressing the issue at the end of each section. The report also provides a list of references and supporting Annexes that provide additional information on specific topics addressed in the body of the report.

Summary: From that first Army civilian and throughout our nation's history, civilians continue to play a vital role in supporting soldiers, providing many special and crucial skills necessary to support military operations. They provide the expertise and stabilization necessary to ensure the Army is successful in its warfighting mission. The intent of this report is to acknowledge the positive elements of the current system to acquire, manage, and develop civilians and at the same time point out what must change in order to ensure the Civilian Corps is well prepared to continue its critical role in support of the Army mission.

SECTION 1 – MANAGING THE CIVILIAN CORPS AS AN ARMY

ENTERPRISE ASSET

Issue: The Army does not have an enterprise level process or implementation strategy for the Civilian Corps that clearly defines its role and missions and provides a systematic, purposeful approach for identifying requirements, managing, and developing the workforce in support of the strategy.

Background and Scope: The November 2004 document "A Game Plan for Advancing Army Objectives in FY05 and Beyond: Thinking Strategically", states *"The Army recognizes the importance of recruiting, retaining, and training its Civilian Corps. This workforce supports, sustains, and generates operational forces. It also serves as the Army's institutional memory, maintaining awareness of lessons learned and adding continuity and expertise amidst the turbulence of deployments, reassignments, and other factors that detract from cohesiveness. The professionalism of the Civilian Corps – reflecting in their actions a level of service, commitment, and sacrifice befitting an Army at war – enables the readiness and deployability of current forces and plays a vital role in the design, training, and equipping of our future forces."*

Although this language makes important statements about the nature of the Army Civilian Corps and follows recommendations found in the Army Training and Leader Development (ATLD) study results *(Imperative 4: Army Culture, Recommendation 12)*, it does not constitute a systemic, institutionalized definition of or vision for the Civilian Corps nor establish a methodology for proper management of the Civilian Corps. In the ATLD study, *"...the study group found that the role of Army civilians is not clearly and concisely defined. This need for definition has clearly increased and has not yet been addressed." (Imperative 1: Accountability, Recommendation 1)* The current system of managing the Civilian Corps is, at best, only loosely connected to the Army's mission and is driven by

factors of costs and locally developed requirements rather than an enterprise level determination of Army's needs and the development of a Civilian Corps structure to meet those needs. As President John F. Kennedy stated, *"Efforts and courage are not enough without purpose and direction."* Without a clearly defined enterprise level purpose and direction for the Civilian Corps, this vital resource, necessary for the Operational Army to execute its mission, will never realize its full potential.

Current State: The following addresses significant aspects of the current state of management of the Civilian Corps within the Department of the Army.

The Nature of the Civilian Corps. The Army Civilian Corps is a complex entity. Over time, but particularly in the past 15 to 20 years, the structure and nature of the work performed by the Civilian Corps has significantly changed with the work becoming much more complex, requiring higher level skills, and the management and leadership of large organizations and programs. There are elements within the Corps that are unique and present distinctly different challenges in terms of development, sustainment, management and leadership. For example, the Army's organic industrial base, found primarily at depots and arsenals, largely consists of highly skilled technicians and tradespersons repairing, maintaining and resetting critical Army systems. This Corps element performs work that is not and in many cases, cannot be accomplished by the private sector because it is not profitable or the industrial base does not exist.

This element of the workforce is contrasted with the research scientists and engineers found in Army laboratories, engaged in both basic and applied research and development. In some cases the nature of the work in the laboratories is such that there is no counterpart in business or academia.

A third element is the professional and support personnel who operate, manage and support critical Army programs such as weapon system development, logistical support, doctrine development, training development and execution,

policy development, program management and many other complex operational aspects of the Army. Add to these base operations, non-appropriated fund activities, and the contractor workforce and you have one of the most complex workforce environments found anywhere in the world.

The above paragraphs describe a Corps with tremendous capability and capacity to support the Army's role and missions. The Civilian Corps demonstrates that capability and capacity every day. The question to be answered is whether or not that capability and capacity is being maximized. Each of these elements is managed within its own sphere and almost exclusively at the organization level. The lack of a cohesive, enterprise level determination of Civilian Corps missions and the requirements needed to support those missions creates an environment in which the capability and capacity of the Corps is not managed to maximize the Corps' contributions to the Army and, in particular, the Operational Force. An example of this would be commands, subordinate elements, and functional elements making decisions as to what are the core competencies for their part of the Civilian Corps. Those things determined not to be core competencies are stopped or handed off to others. This can place a tremendous burden on those to whom the functions are handed. In some cases there is no one to give the function to and the work ceases to the detriment of Army. If these decisions are made with no consideration for enterprise level needs and requirements, Armywide missions may not be successful.

Unlike the military, there is no enterprise approach to determining the missions, requirements, structure and numbers of the Civilian Corps. The military knows today the number and kind of Lieutenants it must intake in a given year to fill the number and kind of Colonel's slots fifteen years in the future. No such claim can be made regarding the Civilian Corps. At best, gross numbers can be determined based on the current structure of the Corps. These numbers do not reflect an enterprise determination of what the future Corps should be, not only in terms of numbers, but most importantly skill sets.

Determination of Numbers and Kinds of Positions within the Civilian Corps.
The structure of the Civilian Corps is documented in Tables of Distribution and Allowances (TDA). Although there is a detailed process for developing, changing and/or modifying a TDA that ultimately results in a document approved at the Department of the Army level, the TDA is fundamentally a locally developed and championed document. Certainly it is tied to the mission of the local organization, but the structure, number and types of positions do not have any direct relationship to an overall Army, i.e., enterprise, plan for the Civilian Corps because none exists.

Numbers of authorized and funded positions in an organization in many cases have only a limited relationship to an approved TDA. Generally they are determined more by availability of funds, i.e., costs, and other, sometimes esoteric, requirements such as supervisory ratios than by mission requirements and, more importantly, an enterprise defined role for the Civilian Corps. This lack of an enterprise defined role limits the Corps capability and capacity to support the Operational Force

Contrast this with the military force structure. The structure, numbers and kinds of positions within the military force are built exclusively on an enterprise determination of the role and missions of the Army in our National Security Strategy, National Military Strategy, and the Department of Defense's Joint Vision. Inherent in this determination are economic factors, most importantly appropriations, which provide the framework for defining the structure. The dramatic changes we see currently taking place in the process of Army transformation are based on enterprise determinations. These determinations are so clearly defined that numbers and kinds of positions needed to execute the Army's mission today and in the future are known. Accessions and training today for the military are predicated on and designed to meet those future needs across all of Army. No such claim can be made for the Civilian Corps. Without

such an approach, no system for development of leaders within the Civilian Corps will be completely successful and the full potential of the Civilian Corps will not be realized. The Army can ill afford this result.

Considerations. Given the complexity of the Civilian Corps, it is essential that enterprise decisions be made regarding the role and management of the Civilian Corps. Evolving Army doctrine places significant responsibility on elements of the Civilian Corps as part of the Generating Force essential to generate and sustaining the Operational Force under the ARFORGEN model. It appears that we are reaching a tipping point with the Army Civilian Corps much in the same manner as occurred with the Officer Corps in the early 1900s and the NCO Corps in the 1970s. Seminal events took place at these times changing the concept and definition of the roles and methodology of development and sustainment of the Officer and NCO Corps. Without comparable changes in how the Army views the role of the Civilian Corps and how the Army manages and develops the Corps as an enterprise asset, the Civilian Corps will not be able to meet the needs of the Army.

Any plan for the development and training of the Civilian Corps and, in particular, leader development within the Corps, must be devised based on a well defined role for the Civilian Corps. Training and development must have a clear focus with guiding principals. This does not exist at the Army enterprise level for the Civilian Corps.

Lack of a clear enterprise understanding and defined vision and role for the Civilian Corps is very problematic. This is clearly illustrated by two events, which appear to be at cross purposes that are developing in the Army Civilian Corps and drive the necessity for enterprise level decisions regarding the nature and role of the Civilian Corps.

Since the abolishment of statutory limitations on dual compensation for retired military in 1999, the number of retired military hired for senior leadership positions in the Civilian Corps has dramatically increased. Currently 50 percent or more of positions at the GS-13 -15 and SES are being filled with retired military, in most cases retired Colonels. A significant majority of these retired military selections are white males. This trend would indicate that culturally Army is seeking leaders who reflect Moskos' institutional model for a workforce and its leadership. (Moskos, 1999)

The counterpoint to this trend is the development of the Department of Defense National Security Personnel System (NSPS). A key element of this Civilian Corps personnel management system is a pay for performance system that is specifically designed to respond to market driven requirements. The NSPS system is intended to provide a Civilian Corps that is highly flexible and responsive to organization needs and driven by market forces. Such a system correlates closely with Moskos' occupational model for a workforce.

These two factors create a conundrum in which the Army appears to be seeking institutional model leaders for an occupational model workforce. There are many implications to this issue, but two stand out immediately. First, employees in an occupational model workforce are motivated by market forces such as salary and the opportunity to advance. If the employees see their opportunities to advance limited by filling of senior leadership positions with individuals who are not part of the workforce, the best and brightest of the workforce will leave to seek advancement opportunities elsewhere. This observation is reinforced by the ATLD study, which found that nearly 92% of employees considered promotion opportunities the most important factor for retention. Second, senior leadership positions are being filled with individuals whose leadership model and methodology does not reflect that of the workforce they lead. This will create further dissonance within the Civilian Corps, again driving the best and brightest away and limiting the Corps capability and capacity.

Another troubling aspect of this issue is the demographic makeup of the selections as mentioned above. With the high percentage of white male previous service or retired military selections for senior civilian leadership positions, the Army is potentially creating both a legal and cultural/intellectual lack of diversity in senior civilian leadership positions. It is not necessary to discuss in detail the legal ramifications of this trend, but these ramifications are something that senior Army leadership must recognize and take steps to deal with in a straightforward, aggressive manner. As to the cultural and intellectual aspects of the issue, for decades the military services, in particular the Army, have maintained the most culturally diverse force in the nation. This diversity has enriched and strengthened the military in many ways. Tapping the diversity of thought, experience and culture has enabled the Army to create the greatest, most cohesive fighting force in the history of the world. Actions which dilute this diversity in the senior leadership ranks of the Civilian Corps must be viewed as contrary to the good sense and order of the Civilian Corps and detrimental to maximizing its capability and capacity.

A third event or trend impacting the Army Civilian Corps is the development of programs external to the Department of the Army which are shaping the Civilian Corps. Army has limited control over these programs. An example of these programs is the Acquisition Workforce/Acquisition Corps. This system creates specific requirements in workforce training, development, education, assignments, and certification. The program is the result of legislation and operated by the Department of Defense. Another example is the development of professional certification programs for elements of the Civilian Corps. The Department of Defense is developing a certification program for the Resource Management field that is designed to ultimately require professional certification before advancement to mid and senior level positions. These programs result in external shaping of the Army Civilian Corps and have significant impact on numerous aspects of workforce management. These impacts and the leadership

challenges they present have not been examined and incorporated into an enterprise concept of how Army wants to manage the Civilian Corps. Failure to do so limits the Corps' capability and capacity.

These developing trends can be attributed, in part, to a lack of an enterprise vision and role definition for the Civilian Corps and directly linked supporting systems for developing and managing the Civilian Corps.

The concept of managing the Civilian Corps as an enterprise asset is without precedence in the Army. Although efforts have been made to support and shape some elements of the Civilian Corps at the enterprise level, those efforts have not been based on a comprehensive, enterprise wide examination of the capability and capacity of the Civilian Corps. Neither have they been based on an enterprise vision and model of the Civilian Corps with clearly defined roles and missions. It is not sufficient to state that the Civilian Corps constitutes a major portion of the Generating Force and let that stand as the enterprise definition of the Corps. Structures and systems exist within Army to define and support management of the military force as an enterprise asset. Such must be done for the Civilian Corps. To accomplish this, a Champion is required to lead the efforts to create the vision for the Civilian Corps; to create and transform systems and structures to support this vision; and to communicate this message throughout the Army. Without such a Champion, enterprise management of the Civilian Corps will not become a reality and the full capability and capacity of the Corps will never be realized to the detriment of the total Army mission. Senior Army leadership must insure that systems and processes are in place to develop individuals throughout the Civilian Corps who reflect President John Quincy Adams' definition of leadership, *"If your actions inspire others to dream more, learn more, do more and become more, you are a leader."*

Recommendations:

1. Develop a civilian enterprise level implementation strategy that clearly defines the Civilian Corps' role, missions and purpose and provides a systematic approach for managing the Civilian Corps as a critical asset essential to the successful execution of the Army's mission.

2. Appoint a member of the Executive Office Headquarters as the Civilian Corps Champion who will have oversight of all efforts to create an enterprise management system for the Civilian Corps; who will communicate throughout the Army the message that the Civilian Corps is an essential asset of the Army; who will insure that the full capability and capacity of the Civilian Corps is realized.

3. Establish a Civilian Corps Transformation Office, reporting directly to the Civilian Corps Champion, with the responsibility to manage the process of developing and institutionalizing the Army Civilian Corps Enterprise System (ACE).

SECTION 2 – CIVILIAN CORPS MANAGEMENT SYSTEM

Issue: The Army does not have a comprehensive civilian workforce management system to support its vision and intent for the role of the Army Civilian Corps as a key component in accomplishing the Army's mission in support of the National Security.

Background and Scope

The Army must have professionally developed civilian leaders to successfully take on increasingly important responsibilities in the future. The Civilian Corps will comprise most of what has been known as the "institutional" Army. They will be expected to perform vital leadership roles as key players across the spectrum of the Army's jurisdiction. They will likely deploy in greater numbers as part of units in operational forces. To ensure that it has a well qualified cadre of future leaders, the Army should develop a comprehensive set of strategies and conditions to acquire, develop, utilize, sustain, and retain a vibrant civilian corps. Currently, the Army's civilian leader development programs are fragmented and unfocused. Numerous initiatives and programs are developed and implemented at local, Army Command, Army Service Component Command, Direct Reporting Unit, Field Operating Agency or Staff Supporting Agency levels rather than as an integrated part of a larger system designed to meet the strategic needs of the Army. Army Headquarters has not, to date, been able to identify how much money is being spent on civilian leader development across the Army. In order to obtain the best return on investment (ROI) the Army needs to link leader development resources to defined objectives for acquiring, developing and sustaining the future workforce.

To deal with impacts of changing internal and external factors on the management of Army officers, the Army continues to assess and refine its Officer Personnel Management System. A major effort currently underway is OPMS

(formerly OPMS3), which addresses acquiring, developing, utilizing, sustaining, promoting, and transitioning the officer corps. There is no similar on-going effort dealing with these issues with regard to the civilian corps. The Army has not funded nor implemented workforce management strategies proposed in the 2001 White Paper "Transforming Civilian Workforce Management" and Civilian Personnel Management System (CPMSXXI) initiatives developed in subsequent years. There has been a heavier focus at Army staff level on civilian human resource management delivery systems and support of functional proponents in formal career programs than on strategic development of the total civilian corps.

Acquiring Civilians

The Army urgently needs to develop strategies for dealing with changes in the Nation's labor force to ensure future capability to recruit top talent in the more competitive 21st century environment. Significantly, many of the 76 million baby boomers are about to turn 60. In the Army's civilian corps, over 50% will be eligible for retirement by 2010, a mere 4 years from now. See workforce demographics at Annex B.

Younger workers entering the labor force expect challenging work and advancement opportunities and are more mobile than previous generations. These trends, coupled with fewer entrants projected into the national labor force in future years, will make for a more competitive environment between the private sector, non-profits and local, state, and federal governments to obtain the best talent available.

The Army must have an accessions policy that takes these and other relevant factors into consideration. The Army needs to recruit from a variety of sources to ensure freshness, vitality, diversity, and infusion of intellectual capital into the workplace. Not the least of these is college and university graduates who are entering the work world for the first time and who can benefit from programs such

as the army's formal intern programs. For the last 25 years, The Army Civilian Training, Education Development System (ACTEDS) Career Intern Programs have been a primary and effective source for bringing mostly young college and university graduates into a variety of important occupational fields. These interns undergo rigorous, prescribed programs of development through assignments, education and training, and other experiences. These programs, usually of 2-3 year duration are centrally funded and develop individuals to replace departing functional specialists. They are then assigned to locally funded authorizations and further developed, primarily through on the job experiences, to become seasoned specialists in their career field.

The Army's primary source of recruiting young college graduates, the civilian equivalent to accessions of newly commissioned officers, is through these Army Career Intern Programs. There has not been adequate funding made available to hire career interns over the past several years. The recent $32M reduction in funding for this program resulted in yet another intern hiring freeze in FY-06. Army planners have identified projected need for 3900 interns per year to provide a pipeline for replacement of increasing numbers of those leaving the workforce for retirement. Delays and uncertainties in hiring interns results in unpredictability of having trained and seasoned personnel in the future. This will manifest itself in a degradation of the Army's readiness posture. The importance of keeping this pipeline for entry level accessions open and flowing is critical to adequate succession planning in the Army

Hiring Retired Military Officers

Since repeal of Dual Compensation Act restrictions on employment of retired military personnel in October 1999, many high level (GS-13 and above) positions are being filled by retired military officers. According to the Army Assistant G-1 for Civilian Personnel statistics, approximately 43% of these positions Army wide (most of which are leader positions) are being filled by former military members.

In some commands, the percentage is as high as 75% former military members. With current and projected conversion of military to civilian positions totaling 29K over the next few years, many more retiring military members will potentially be hired. Retired officers often offer excellent skills and background as leaders. They are, in fact, generally selected based on the facts that they have been exposed to a variety of operational, organizational, and geographic assignments; have received programmed formal training and education; and have performed leader functions throughout their military careers. Highly qualified civilians, though technically and occupationally proficient, simply do not compete well in comparison. This cannot continue if the Army is to be able to recruit from diverse sources and appeal to current and future generations of entrants to the job market who are looking for viable career choices.

Civilians who are ambitious and career oriented must be able to see a path to top leadership positions in Army or they will perceive a ceiling beyond which they need not aspire. Those whose demonstrated performance and potential marks them as possible future leaders must be identified and developed. They must be provided opportunities to not only attain required functional depth but the leadership breadth and depth which will allow them to successfully compete for senior level positions. Part of this development should be focused on acquiring and honing the business enterprise skills desired for those in leadership positions.

Continued heavy reliance on hiring retired military personnel to populate Army key civilian positions also results in an older, male dominated workforce. Future leaders need to be more representative of those they lead in terms of ethnicity, gender, and intellectual diversity. The Army should strive to increase the intellectual diversity of its civilian corps, acquiring new talent from a broad spectrum of the society, to include women and minorities. This is essential to the future health and intellectual vibrancy of the workforce.

Developing the Civilian Corps

One recurring theme that has surfaced in studies such as the Army Training and Leader Development Panel-Civilian and work done by the Wexford Group which developed the Senior Army Workforce (SAW) construct , is that the Army needs to manage civilian development in a more centralized manner in order to produce multiskilled leaders with the desired leader attributes needed now and in the future. The current system produces, through functional proponency in specific formal career programs, occupational specialists who are highly skilled in technical and occupational specialties. However, these programs have a narrow occupational focus and little emphasis on developing career employees to lead multifunctional organizations. Army needs to identify what types of experiences are needed to produce multiskilled leaders who can lead large organizations and manage change. The Army should facilitate this development by providing opportunities for training with industry, working in line and staff positions, and perhaps in turnaround situations where critical experience can be gained. Establishing policy which would allow return rights to home station after a one or two year developmental assignment might be desirable, in some cases, for those who have mobility issues.

Earlier reports and recommendations called for broader career groupings to facilitate development of multiple and integrated skill sets. They further recommended a more centralized management system to develop future leaders, based on army needs. Such systems should include policies and procedures which provide for managed assignments of identified future leaders that enable them to obtain organizational, occupational, and geographic experiences essential to their growth. Army should also consider adding other segments of the civilian corps into career groupings that would offer a formal framework for workforce development available to the majority of Army civilians. Both the Air Force and the Navy have moved in this direction in recent times to

provide structured developmental opportunities for a greater percentage of their workforce than in the past.

Sustaining the Civilian Corps

With implementation of the National Security Personnel System (NSPS) in the near future, leaders at all levels will have the tools and flexibility to enable them to assign, evaluate, and advance those whose demonstrated performance and potential help identify them for roles of increased responsibility in leading organizations and managing change opportunities. A synopsis of NSPS flexibilities that can be leveraged to support workforce development is at Annex C. The Army leader development system should foster those who demonstrate potential and willingness to avail themselves of educational and other developmental experiences, in return for occupational and geographic mobility. In order to obtain the best return on investment for leader development expenditures, the management system must include some competitive screening process at appropriate pay band levels to identify those on whom the Army should focus investment for further development. This could be done by establishing a system to identify talent pools for advancement at levels beginning with the pay bands just below the Senior Executive Service and expanding to include mid-level managers at lower levels of compensation.

NSPS also will offer tools for more flexible management of the balance of the workforce by linking pay to performance, and creating an environment that values, respects, and empowers employees to reach their potential and continue to make invaluable contributions to the Army even if not mobile nor interested in assuming formal leadership responsibilities. By providing challenging, meaningful work and a supportive individual and family culture, Army can sustain and retain its total civilian corps. Since the focus of our report is on leader development, most of our discussion and recommendations will address that particular aspect of workforce development and sustainment.

Summary

In summary, current and traditional Army personnel management practices for the civilian corps are almost totally bottom-driven and locally executed at the lowest organizational levels in the institution. A strategic approach is needed which recognizes those aspects of civilian personnel management which should remain under local control and authority and those which require management attention and control at higher echelons. It is obvious that more involvement of top Army leadership, Army staff, and Army commanders is indicated. Annex D depicts the remarkable similarity of findings and recommendations from a number of recent significant leadership studies, within and outside the Army and federal government, which lend compelling support for this conclusion.

Recommendations:

1. Develop a workforce management system which supports the life cycle management of the civilian corps in support of the Army's vision for future civilian leaders.

2. Designate a central management office at Headquarters, Department of the Army (HQDA) level to manage development, assignments and promotions of senior civilians similar to that recently established to manage colonels and promotable lieutenant colonels. This competitive talent pool should include current GS 13-15 and equivalent corps members who are mobile and identified as high potential for advancement.

3. Create broad career groups to promote growth of multifunctional leaders and development of the entire civilian corps.

CIVILIAN CORPS DEVELOPMENT SYSTEM

Issue

The Army does not have a Civilian Corps Development System (CCDS) that is well-managed, integrated, or sufficiently resourced to develop civilian Pentathletes for leadership roles in the Institutional Army.

Background and Scope

Our first recommendation is for the Army to take an enterprise approach that clearly defines the roles, responsibilities, and management system of the civilian corps. Our second recommendation is for a comprehensive Civilian Corps Management System that addresses the life-cycle management of the civilian corps. Implementation of these recommendations will define the capabilities desired and will set the stage for the development of the civilian Pentathlete leader.

This portion of the report is based on the assumption that the enterprise definition of the civilian corps recognizes that there is a continued need for leaders within the corps. This assumption presumes that a portion of this leader population may be "bought" and that another, perhaps larger portion, must be "made" in order to embody the type of leadership the Army defines as Army Leadership. It follows that since the latter group needs to be "made" that there is acceptance of this group as an investment for the Army. However, the CCDS must be a comprehensive program that provides Army leader development to both groups from the time they enter the Civilian Corps. Using the combination of buying and making or growing provides the flexibility to maintain a rich, agile leadership group for the Army. Best practices organizations in American Productivity & Quality Center (APQC) studies, companies interviewed, and other military services have determined that they need to grow their own leaders and that the

leader development programs must be internal to the organization. In spite of this, most companies also have an accessions element that brings a small percentage of people into the leadership group from outside the companies. They find this mix provides the intellectual diversity that stimulates adaptability and innovation within decision making by leadership.

Currently there are significant efforts to include Army civilians in policy and guidance documents, sending the message that leader development is as necessary for the Civilian Corps members as for the military members. AR 600-100, *Army Leadership* states that it "*establishes Total Army policy for leadership . . . It is the preparation of military and civilian leaders, through a progressive and sequential system of institutional training, operational assignments, and self development to assume leader positions and exploit the full potential of present and future doctrine.*" DA PAM 350-58, *Leader Development for America's Army*, describes the Army's approach to leader development for all leaders and serves as a guide for officers, warrant officers, noncommissioned officers and civilian leaders.

FM 22-100, *Army Leadership* was the first doctrinal manual written for both military and civilians. The most current draft of FM 6-22, *Army Leadership*, has significantly more references to civilians throughout. This recognizes that the same leadership principles apply to civilians as to officers and noncommissioned officers.

The issue for this section of the report is the development of a well-managed, integrated, and sufficiently resourced CCDS that develops civilian Pentathlete leaders for their role in the Institutional Army. As a baseline, it is important to note that the Army Training and Leader Development Panel (ATLDP-C) Army Civilian Study Final Report, 30 Jan 03, revealed "*the Army has no well-developed and executed, integrated, systematic approach for civilian leader development.*" Note that the issue defined in this report is basically the same as it was when the

CSA approved and directed implementation of the recommendations from the ATLDP-C. Although a few of the recommendations from this study have been completed and many have been started, there is still considerable work to do to develop a complete Civilian Corps Development System that is well balanced and structured as well as being communicated, and understood by the corps. It is important to note that the ATLDP-C saw the development system as addressing both functional and leadership education and training, well integrated and available for the entire corps from entry into the Army. The recommendations from this well-respected study are important and still very relevant with only small gains possible since its approval. The status of the ATLDP-C Recommendations is at Annex E.

Supporting Elements for a CCDS

Other sources that provide insight into civilian leader development include the National Academy for Public Administration (NAPA) 21st Century Federal Manager study, the Wexford Group work for the Army, the recently completed American Management Association (AMA) study, studies by the American Productivity and Quality Center (APQC), interviews with private industry, interviews with general officers (GOs) and Senior Executive Service (SES) members, and the recent TRADOC Area of Interest #5, Generating Force. Several supporting elements are consistently expressed across the studies and interviews as essential requirements of an education and leader development system. The primary underpinnings that appear consistently as requirements for implementing a successful system include *leadership commitment, resourcing, and accountability,* all being critical for success.

Leadership Commitment. Commitment from the very top levels of leadership is imperative for the success of any leader development system. As with the enterprise system, the CCDS must have a champion and it must be at the very top levels of the Army. The champion must see the CCDS as a priority that is

critical to the Army's transformation. Without this commitment, the motivation, resourcing, and accountability necessary for success will not exist.

With the current focus from the Secretary and the Chief of Staff on civilian leader development it appears that this level of commitment exists. This commitment must be communicated, supported, and embraced by the entire Army from the highest levels to the individual members, both civilian and military, in order to create the conditions for leader development to flourish. A clearly stated and supported commitment motivates the corps to fulfill its obligations to this development, generating the professional corps that the Army needs to support its Soldiers.

Resourcing. The commitment from the Secretary and Chief of Staff must be supported with adequate, consistent, programmed resources in order for a CCDS to be effectively planned, executed, or sustained. Without this, there will continue to be disparate, unconnected, and uneven leadership efforts that may not fully support the Army mission.

ATLDP-C concerns. The ATLDP-C final report proposed four imperatives, twelve recommendations, and forty-one specific actions towards improvement of Army training and leader development for civilians. This report, with the recommendations, was approved by the Chief of Staff of the Army in August 2003. Some of the actions were easier and less costly than others; however, it was clear that funds would be needed for many of the actions. In spite of this there were no funds programmed at the time.

Responsibility for civilian leader development moved from G1 to G3, as was recommended in the report, and a Civilian Leader Development office was established in G3. Although requirements for a staff of eleven are documented only four are authorized and these four were transferred from G1 with the mission. The remaining required positions have not been authorized. These four

people have been working to institutionalize civilian leader development as an imperative within the existing Army system. They have been working policy and creating visibility of the civilian leader development issues. Developing the progressive, sequential Civilian Education System (CES) recommended in the report was assigned to TRADOC, to the Combined Arms Center (CAC) and finally to Army Management Staff College (AMSC). Currently there are seventeen positions and ten contractor work years required, but not authorized, for development of the CES.

The series of courses resulting from CES development will eliminate redundancies in existing programs and be progressive and sequential to meet the needs of the entire corps. As recommended in the ATLD-C report, there will be a Foundation Course for new employees. Despite the expected improvements to be gained—more and better prepared leaders—no resources have been dedicated to courseware development and no funds have been identified to procure facilities or hire staff.

Although ATLDP-C recommendations were approved, progress has been impeded due to the total lack of resourcing. In spite of this, some moves have been made. Without programmed resources these efforts remain fragmented.

Other concerns. Commanders use their mission funds to support civilian training, education, and development. These funds are used primarily for tuition assistance and commercially available courses which support self-development and organizational requirements. Typically, this holds a low priority making funds vulnerable to cuts. This is particularly true when supervisors are not often skilled at tying developmental opportunities to performance.

When military are in training and education programs they are placed in a TTHS account with no burden placed on any organization. When a civilian goes to a course or a developmental experience, there are additional costs to the

organization until that person returns. Frequently the best employees are not able to participate in long-term leader development training and assignments because of workloads and the difficult decisions leaders must make to support the organization while the employee is gone. Without a system to support the organization, both existing and aspiring leaders will continue to miss opportunities that could greatly enhance their knowledge, skills, and ability and their contribution to the mission.

Civilian training and education as a whole often has a low priority when competing against other Army requirements. Even though civilian development programs may be dictated by regulation, they have not had priority in the Army Program Guidance Memorandum to ensure funding. The majority of funds dedicated to civilian training are programmed in the Manning PEG. Military training is funded in the Training PEG which is justified through the ATRRS process.

The leadership commitment must be reinforced by dedicated, consistent resources to develop a comprehensive, sustainable program. The history of funding for civilian development has been unstable at best. The Army cannot expect a professional corps that embodies the type of Pentathlete leaders needed if it does not make the choice to invest appropriately.

Accountability. In addition to adequate resourcing, there must be accountability at all levels—from the organization, to leaders, to individuals—in order for the CCDS to be successful. Unified policy and guidance must be in place to clarify and define command and control, which sets the conditions for leadership to acknowledge, comply with, and enforce accountability. There must also be accountability for communicating the system and its enablers to the corps, including incentives for development.

Policy and guidance. Currently, the policies and guidance that support civilian development are dispersed and lack unity of effort. For example, according to the current AR 600-100, G1 has responsibility for developing leadership policy while G3 has responsibility for developing leader development policy. Functional training for leaders under NSPS is a G1 responsibility; however, the G3 is responsible for NSPS enabling competency training (change management, counseling, interpersonal communications). Career management policy falls under G1 with little or no involvement from G3.

While efforts between G1 and G3 have been ongoing to develop policy with regard to CES courseware, these efforts must be expanded and accelerated to develop unified policy for all aspects of the CCDS to ensure cohesion and unity of effort. Without an overarching policy that unifies the direction and the intent of civilian development, efforts at all levels will continue to lack integration and synchronization and will continue to be uneven.

Leader and individual accountability. Civilian development cannot be conducted in a vacuum. It is a team effort between leaders and individuals. Leaders must be one of the key sources of information for development and must be aware of their responsibilities in developing employees. Leaders at all levels must understand that they have a responsibility to be mentors, coaches, counselors for their workforce and nurturers of future leaders. The ATLDP-C survey indicated that only 57.6% of respondents said that when they need training or development their leaders support it and only 20.6% said that their organization initiated their attending training. These statistics are clear indicators that beyond knowing what their responsibilities are, leaders must be held accountable for executing those responsibilities. To ensure accountability for development, the performance system must consistently provide measures that monitor leaders' requirements to develop their workforce.

By the same token, individuals are responsible for seeking out information that supports their career development through various sources, including formal training and developmental experiences both internal and external to the organization. Individuals who aspire to positions of leadership but chose not to seek opportunities to grow and develop on their own must recognize that such choices could, and should, be impediments to their leadership aspirations.

Communication. Without an effective communication plan, the best development system in the world will be of no effect if those who need to know about it and what it provides are unaware of its existence. The ATLDP-C results indicated that 39.4% of respondents did not know what courses were available. While courses are only a part of development, they are an important part and their availability must be publicized and made accessible to the entire corps, along with opportunities for development experiences and self-development. While the Civilian Personnel On Line (CPOL), Army Knowledge Online (AKO), and the Army home page are sources of information on civilian news and development opportunities, there is no single source that communicates everything that the civilians need to know about their development and the programs that the Army has to assist them. Leadership must develop a communication strategy that addresses how it intends to inform the entire corps of developmental opportunities for both them and their employees.

Incentives. The system must provide a plan for incentives that motivate the Corps to take advantage of the opportunities available. Currently, there are few incentives for participation in training and education, developmental experiences, or self-development activities; that is, completion of any of these activities is not a prerequisite for opportunities for advancement. Identification of specific opportunities as prerequisites for advancement could not only motivate individuals to participate, but would also clarify what must be done before one can progress. This is nonexistent for much of the workforce, especially for leader development. This notion is validated through the results of the ATLDP-C

regarding career programs/fields where only 34.5% of respondents indicated that their career Program or Career Field guidelines were effective in letting them know how to develop as an Army civilian leader. Leadership must develop a plan that establishes the necessary actions an individual must accomplish to get to the next level.

Components of a CCDS

The civilian corps represents a large part of the Institutional Army and, as such, is a key component of the Army's Generating Force. A CCDS must provide the tools necessary to develop the capabilities of all civilians, and ultimately civilian Pentathlete leaders that are capable of executing their mission in an ever-changing Army environment. The focus of this segment is establishment of a CCDS that provides for the holistic development of leaders to ensure they are ready to face the challenge.

In reviews of leader development systems, the components that are consistently identified in various studies (see Annex D) include *training and education, assignments, self-development*, consistent *feedback and coaching*, and *involvement by leadership which includes mentoring*. The Army Training and Leader Development Model as described in FM 7-0, *Training the Force* (see figure below), *"centers on developing trained and ready units led by competent and confident leaders . . .The three core domains that shape the critical learning experiences throughout a soldier's and leader's career are the operational, institutional, and self-development domains."* These three domains, which are basically the same as the components of many leader development systems, are reinforced and integrated with feedback and assessment.

ARMY TRAINING & LEADER DEVELOPMENT MODEL

Figure 1

Military members know what they need to do to move through their careers and get promoted. In fact, institutional and operational development is programmed into their entire career for them. However, for civilians it is very different. Of those responding to the ATLDP-C survey, 39.4% indicated that they did not know what courses were available. In addition, only 57.6% said that when they need training or development their leaders support it, 20.6% said that their organization initiated their going to training, and only 34.5% said that their career Program or Career Field guidelines were effective in letting them know how to develop as an Army civilian leader. These shortcomings reinforce the need for a leader development system for civilians.

In reality, several components of a CCDS currently exist, including training and education opportunities for both functional and leader development. Some examples of these training and education opportunities include the Army Civilian Training and Education Development System (ACTEDS) programs and the CES, which is currently under development.

Other components include developmental experiences offered locally and at Army Command, ASCC, and DA levels and self-development opportunities. These components are addressed in detail in later portions of this document. While these components represent enablers that have produced dedicated, competent civilian leaders over the years, they are currently not fully integrated or synchronized in order to grow leaders who have the skills and attributes needed in the rapidly changing environment of the 21st Century.

Training and education. The Army must have a fully funded, comprehensive training and education program that supports both functional and leader development throughout individuals' careers. Such a program is necessary to support the development of innovative, flexible, and adaptive civilian leaders at all levels. While the focus is on providing the leader training and education necessary to develop Pentathletes to support the Army's mission, functional training for the entire corps must also be considered. Although segments of a CCDS currently exist, the variations in formal education, functional and leadership training, and developmental experiences of civilians are so diverse that few consistencies exist. The following addresses some of the existing training and education opportunities that exist and how they must evolve to be relevant to the changing needs of the Army.

Functional training and education. Currently, ACTEDS plans are the only documents that attempt to lay out both the functional and leadership competencies and the sources to acquire those competencies. However, ACTEDS plans cover only approximately 40% of the corps. For the remaining 60% of the corps, there are no similar plans that establish an approach for obtaining functional and leader development training and education in a meaningful way. To address this concern, the Army must examine current career programs and fields as well as all other workforce elements to determine how to expand and restructure to address the functional development of all civilians. The skills of the entire corps must be developed and sustained to

ensure their effectiveness and relevance in support of the Army's national defense mission.

Leadership training and education. In response to recommendations from the ATLDP-C report, Army staff responsibility for civilian leader development was moved from G1 to G3 in October 2004. G3 has been working further recommendations from the report by revising the design and purpose of the current leadership educational offerings provided by the Army for civilians. The current leader development courses are shown at Annex F. The G3 established the Civilian Education System (CES), which is currently focused on development and implementation of leader development courses; however, the approved CES Concept Proposal states that it *"will address the other domains of the leadership triad and (operational and self-development) integrate functional training and education on an individual career field basis"* in the future. The courses developed under CES will support the OPM leadership competencies, those in FM 22-100 and the draft FM 6-22, and will be progressive and sequential. Policies defining requirements and tracking to determine and monitor completions are not yet in place.

Current leadership courses are predominantly resident and with few exceptions are focused on supervisors and GS 12s and above. The Intern Leader Development Course is the only course designed for entry level positions and is provided only for those in the intern program. The new courses in CES are targeted to Team members, Team Leaders, Supervisors and Managers. . These courses are not linked to grades because of the differences in the responsibilities and grade structure of civilians across the Army. Future courses will begin at entry level and are intended to be mandatory. They will be provided either entirely or partially through distance learning. Although policies and systems are not in place yet to support and monitor these goals, the intent is to have these courses be progressive and sequential with each course being a prerequisite for the next.

In addition to resourcing issues previously discussed, the following are some concerns with CES that must be addressed to ensure the system provides the adequate support to build the Army civilian leader for tomorrow.

- The CES does not include sustainment training to support leadership competencies beyond the Advanced Course. Civilians selected for manager positions at the higher grade levels can reasonably have ten to fifteen years of service after being selected for these positions. If they do not attend SSC, they could have considerable time without further development. The Army promotes life-long learning and although this includes self-development, there needs to be courses available for these managers after they have completed the Advanced Course both for updating and sustaining competencies.

- The CES model prescribes one approach to delivery of each course. In order to be responsive to a diverse workforce, the schoolhouses must look at flexible approaches for course delivery. The stand-alone distance learning courses or portions of courses followed by resident sessions might not meet the needs of the entire corps. It is possible that there may be audiences that require entire distance learning but due to the level of work, the course cannot be stand-alone and be effective. Technologies should be exploited to meet the various audiences' needs.

- The ATLDP recommended the integration of civilian and Soldier education, training, and development throughout all levels. Although CES provides courses for leader development, it does not provide courses that leverage military training. These opportunities already occur on a limited basis and should be examined to determine how to best leverage and expand opportunities for a larger segment of the

corps. While integration efforts pose challenges, the CES should continue to pursue integration where possible.

- The CES concept plan expresses the intent to combine the management of functional training and education (i.e. career fields) with leader development to ensure holistic development. While this is a good beginning, the system must be expanded beyond career fields to cover all civilians. It should also consider joint and cross service training opportunities as appropriate.

Without a fully resourced, comprehensive training and education program that supports both functional and leader development throughout individuals' careers, the Army will not be able to develop, retain, or sustain the Pentathlete leaders necessary to meet the 21st Century challenges.

Developmental experiences. Developmental experiences are an imperative for leader development. Department of the Army (DA) Pamphlet 350-58, *Leader Development for America's Army*, indicates that operational assignments, which includes developmental experiences, should place leaders in positions that enhance the skills, knowledge, and behaviors acquired during institutional training and education. Developmental experiences occur at all levels and across the spectrum of the civilian corps and include, but are not limited to, developmental assignments, rotations, cross-training, special projects, task force assignments, or details. As a result of the ATLDP-C survey, respondents indicated that developmental experiences are essential in order to become an Army civilian leader. The survey indicated developmental experiences/ assignments to be important in the functional area (85.6%), in other functional areas (70.4%), on special projects and task forces (77.4%), in higher level positions (79.4%), and experiences with industry (47.1%). Only 37.7% thought it was important to have these developmental experiences include exercises, maneuvers, or deployments with uniformed units. However, General Officers

and Senior Executives who were interviewed as part of RETAL often stated that experiences with military units are important to civilian leader development.

In addition, several other studies, reports, and surveys conducted by other governmental and nongovernmental agencies, including the National Academy of Public Administration Report and Recommendations on the 21st Century Federal Manager; American Management Association Global Leadership Development Survey; and The Wexford Group International Senior Army Workforce Concept;, indicate that developmental experiences are a necessary and integral part of any leader development program. Note the similarity of findings on the key essential elements of successful leader development programs shown in Annex D of this report.

While developmental experiences are important at every level, the focus must be placed on those who are or will become the senior leadership of the Army. As individuals move up in their careers, the opportunities for developmental experiences must be increasingly focused on developing the skills and attributes necessary to be successful at the highest levels of leadership. These opportunities must be available at appropriate organizational levels and provide the appropriate levels of complexity of work to ensure a valuable experience. The current system of managing and tracking developmental experiences for civilian leadership specifically, and the corps as a whole generally, is disjointed and haphazard at best. Although some segments of the corps manage and even track them, there is no centralized system.

The following outlines the current state of certain programs and initiatives that provide for developmental experiences for the corps and points out some of the deficiencies.

Senior Executive Service (SES) Management. The Secretary of the Army (SA) recognized that the current civilian leader management system no longer

meets the needs of the Army for developing adaptive, multiskilled senior civilian leaders. To that end, the SA has recently announced the establishment of a Civilian Senior Leader Management Office (CSLMO) to manage the development and assignments of executive and senior professional (ESP) positions. At the same time, the SA is establishing an office to manage senior military leaders, from promotable lieutenant colonels through general officers, with the long-term plan to integrate the management of both civilian and military leaders under one office—the Senior Leader Development Office. While the plan for managing military members addresses levels below GOs, the plan does not include GS 14s and 15s, who are a part of the civilian senior leader talent pool and mirror the grades of military counterparts.

Senior Service College (SSC). Attendance at these schools provides the capstone formal training emphasizing strategic thinking and promoting an understanding of the institutional and operational Army and the geopolitical environments, which are necessary to prepare participants for senior leadership roles. Attendance is centrally managed thru HQDA G1, Civilian Human Resources Agency and requires signing a mobility agreement for movement into new positions upon graduation for further development. Participation includes GS 14/15s; however, seats are limited and completion of SSCs is not a requirement for civilians aspiring to SES-level positions. Sufficient seats in SSCs would have to be available if a mandatory attendance policy were established.

ACTEDS Plans. Employees in career programs can leverage ACTEDS plans, which provide guidance on developmental experiences at each career level, from GS 5 to GS 15 grade levels, as prescribed by AR 690-950. However, career programs address only approximately 40% of the corps. Additionally, there is no central management structure from the functional chief representatives (FCRs) thru Army Commands, ASCCs, and HQDA staff support activity, or independent reporting activities to account for how assignments are managed or tracked, including determining who uses them, how they use them, or what the results are for careerists.

Noncareer Program Opportunities. While the remaining 60% of the corps is not covered by ACTEDS Plans, guidance exists that can apply to this segment. DA Pam 690-43, A Supervisor's Guide to Career Development and Counseling for Career Program Employees, provides guidance for creating developmental experiences as part of the Individual Development Plan. The concern again is that there is no systematic approach for identifying, managing, or tracking these developmental experiences.

DA Intern Programs. DA intern programs provide for developmental experiences of selected personnel, which represent a small portion of the civilian corps. These assignments and experiences are part of the Individual Development Plan (IDP), as directed by AR 690-950 and identified by the individual career program ACTEDS Plans. Upon graduation from the programs, interns' placements are centrally managed by FCRs thru Army Commands, ASCCs, HQDA staff support activity, or independent reporting activities. However, once interns graduate from the intern program and are assigned into journey level positions, there is no systematic method for providing or tracking developmental experiences that lead to higher level positions of responsibility and leadership.

Model Programs. Some existing programs show promise as models for the management of developmental experiences for the purpose of growing the top level leadership in organizations.

- *AMC Fellows Program.* This is a 5 year program that consists of training, education, and assignment components. The AMC program centrally recruits approximately 50 outstanding scholars at the GS 7 level with final placement at GS 13 level. Assignments are centrally managed to ensure the kinds of opportunities necessary to grow AMC leaders.

- *IMA Civilian Executive Development Assignment Program.* This is a new program developed by IMA in coordination with G1 with the intent of providing senior executive leadership with a means to strategically manage rotational assignments for key IMA civilian leaders. Positions are identified by IMA for developmental experiences. The intent is to provide career enhancing experiences to broaden organizational understanding, infuse innovation and knowledge sharing, enhance career progression, and prepare for diverse leadership roles.

Other Existing Programs. There are other available programs that can provide opportunities for civilian leaders to gain developmental experiences outside the federal government. They include the Intergovernmental Personnel Act (IPA) Mobility Program and Training with Industry (TWI). These programs are available for use in arranging developmental opportunities for the corps but are not widely communicated or used.

- *IPA.* The goal of the IPA mobility program is to facilitate the movement of employees, for short periods of time, when this movement serves a sound public purpose. Mobility assignments may be used to achieve objectives such as—

  - Strengthening the management capabilities of Federal agencies, State, local and Indian tribal governments, and other eligible organizations.
  - Assisting the transfer and use of new technologies and approaches to solving governmental problems.
  - Facilitating an effective means of involving state and local officials in developing and implementing Federal policies and programs.
  - Providing program and developmental experience which will enhance the assignee's performance in his or her regular job.

- *TWI.* While provisions for TWI exist within the ACTEDS training catalog, statistics at the DA level were not available to show how or how often this program is used. Even so, TWI provides an opportunity for developmental assignments outside the Army that could provide useful experiences within related industry for civilians.

Joint opportunities. The Army of the future is going to require multiskilled, multifunctional leaders who are capable of operating in a joint, interagency, multinational (JIM) environment. The Army Game Plan states, *Our mindset must be one of joint, interdependence – by ensuring the Service core competencies are fully complementary.* However, current programs provide few opportunities for joint experiences across services for civilians. In order to ensure we grow the kinds of leaders the Army and DoD needs, we must create the conditions to ensure joint assignments and experiences are available and encouraged for all individuals identified for senior leader positions.

Self-Development. The Department of Army civilian corps must focus on developing professionalism. A positive attitude and a willingness to conduct self-development activities are critical to the development of the corps and in particular to leader development. Self-development must be promoted and supported as a means to life-long learning. Organizational efforts to develop the corps must be guided and augmented by individual efforts to assure full development of the individual.

The results of the ATLDP-C study indicate that 50.3% respondents perceived that the organization expects self-development. Respondents were split with time issues with 37.6% saying that organizations provided time and 31.5% saying that the expectation was that self-development be done off-duty. Approximately half of the respondents, 50.2%, said that they were allowed to pursue self-development on-line. The areas that are important for self-development include supervisor support (82.6%), individual motivation (95.9%), and ease of access to resources (85.6%). The results also indicated that self-

development enhances motivation (46.7%), job performance (54.6%), and leader development (43.1%). The Army must send a clear message that self-development is the cornerstone for all other development.

There are activities supporting leader development, defined by the Army with clearly articulated outcomes, within the institutional and operational domains of training. However, leader development by its nature must be defined and supported by the individual using all resources available. This requires the focus on self-development to be pervasive and continuous. Self-development begins with self-awareness which is enriched by feedback and assessment. Self-development puts the individual in charge of creating meaning from these experiences and expanding the activities of leader development to maximize strengths and minimize weaknesses. Self-development activities include professional readings, professional certifications, training and education (to include degree completion), participation in special projects, membership in professional organizations, and community involvement. It also includes self-assessments to promote self-awareness. FM 7-0, *Training the Force*, states that—

> *Self-development is continuous and should be emphasized in both institutional and operational assignments. Successful self-development requires a team effort. Self-development…is a planned process involving the leader and the subordinate being developed. It enhances previously acquired skills, knowledge, behaviors, and experience; contributes to personal development; and highlights the potential for progressively more complex and higher-level assignments.*

The current FM 22-100, *Army Leadership*, Chapter 5, states that the goal of self-development is to "…*increase your readiness and potential for positions of greater responsibility*." The corps must understand why self-development activities are critical in order to realize actual individual growth in leader development and be prepared for greater responsibility. Self-development is

primus inter pares (first among equals) within the domains of training, essential to maximizing the potential of the other domains. Without reinforcing activities, short spurts of coursework cannot be retained or sustained and expectations of those efforts both by the individual and the supervisor can be unrealistic. Although this is not as obvious with developmental experiences, the same can be true.

Assessments. Assessments are critical for developing a clear definition of an individual's strengths and weaknesses. One of the findings from the ATLDP-Civilian Study was that there was no consistent tool used for the assessment and management of individual developmental goals for guiding career development. Assessments can take the form of 360° or 180° instruments. These instruments provide input from others on individual performance. There are also instruments that individuals can use to perform self-assessments. They can serve as coaching and mentoring tools that break inhibitors to effective communication, management, and productivity. They can also reduce conflicts in personality and style that get in the way of problem solving.

The Army currently does not provide tools to the corps that support self-assessment and feedback. There are, however, instruments currently being developed/made available by various Army organizations that would provide the much needed tools that support employee development. Two particular initiatives are the Civilian Leader Improvement Battery (CLIMB) and a civilian instrument based on the Army 360° instrument. The CLIMB instrument, sponsored by HQDA G1, Civilian Personnel Evaluation Agency, includes two assessment instruments: Personal Characteristics Measure and the Self-Supervisor Assessment, both of which are linked to the 27 OPM leadership competencies. The civilian instrument based on the Army 360° instrument for the military component is being developed by Center for Army Leadership (CAL). This instrument is based on the competencies in the draft FM 6-22, *Army Leadership*. These tools provide different means to conduct self-assessments

that are critical for making improvements, behavior changes, and career development decisions. Additional information on each of the instruments is provided at Annex G.

Individual Development Plans. Self-development requires development of a robust Individual Development Plan (IDP) with clearly defined outcomes; deliberate, well-defined plans for development; and plans for assessment in order to be comprehensive and effective. The IDP guides individuals and their supporters throughout the process. It must be updated and redirected regularly. The supervisor works closely with each employee to assure that the plan is aligned to the mission of the organization and the individual performance goals. Although DA Pam 690-43, A Supervisor's Guide to Career Development and Counseling for Career Program Employees, addresses IDPs as part of the evaluation system, there is no standard form and no accountability for their development. Portions of the IDP should be automated to allow tracking of requirements and consolidation of data across organizations and determination of resource requirements including course delivery and funding.

Access. Several websites within the Army environment provide opportunities to support self-development goals; for example—

- Repositories with distributed learning, such as Reimer Digital Library (RDL) and Smart Force, are accessible to the corps.
- Civilian Personnel On Line (CPOL) provides access to training opportunities and information through ACTEDS Plans, the ACTEDS training catalog, and other links.
- Army Knowledge Online (AKO) provides access to courses, vast amounts of information, links to other sites, personal folders to manage files, and sharing and collaboration tools.
- Army G-1 provides a mentoring website that includes policies, guidance, and tools to assist both the individual and the mentor.

These websites, while providing good information to support self-development, are not all linked to provide a one-stop portal to policies, guidance, and all developmental opportunities for Army civilians. One central point of access should be developed to ensure that current and emerging information to support self-development is easily accessible. This site should focus on learning, bring together all of the learning opportunities and resources, and should have dedicated developers and facilitators of learning to provide currency and connect the Corps using AKO communication platforms. The site should capitalize on AKO capabilities and be intimately linked with AKO resources, connecting the civilian to the rest of the Army.

Developmental Relationships. Developmental relationships include all of those relationships that provide coaching, counseling, mentoring and are part of feedback and assessment that evaluate how the activities of development are making changes for the individual. These relationships include people in the workplace who are adept at providing on-going feedback to fellow employees, supervisors who are effective at coaching and counseling employees, employees who can maximize employee-supervisor discussions, and mentoring by senior leaders. The skills necessary for these interactions must be taught and reinforced from the earliest point of an individual's career. Interpersonal skills are the cornerstone for all developmental relationships. These skills were defined as an imperative in the ATLDP-C; specifically the recommendation was to make interpersonal skills development a priority.

On-going feedback. On-going feedback needs to come from all levels within the workplace—from subordinates, peers, and supervisors. This feedback should address task performance as well as team and leader behaviors and attitudes. Feedback assists employees in determining how they are doing, assists them in determining what their strengths and weaknesses are, and provides information that assists them to develop a realistic development plan.

In order to get the types of on-going feedback an individual needs, people must feel comfortable and proficient in providing quality feedback.

The survey that was part of the ATLDP-C study showed that 74.6% of respondents consider both formal and informal feedback important in order to make near-term changes in job performance. However, only 44.7% agreed that performance counseling helped determine strengths and weaknesses on the job. Formal performance-related discussions are a requirement at the midpoint of the rating period and at any other time the needs arise, (AR 690-400,1-4,d(5)) However, only 59.8% of the respondents to the survey conducted agreed that their supervisor reviewed performance around the midpoint of the rating period. This information indicates that the quality of feedback is lacking and that leaders are not being held accountable for this critical aspect of their jobs.

Paragraph 2-2 of AR 690-400 states that the rating chain should encourage and reward successful professional development; however, respondents to the survey reported that feedback is lacking in knowing what is needed for training in order to improve (only 42.4% positive), is not adequate to identify assignments that would build a career (only 36.3% positive), and does not provide the level of assistance needed for knowing how to develop as a leader (only 37.8% positive). Therefore, feedback must provide employees with information that supports successful development.

Feedback is also linked to assessment which is addressed in another section of this document.

Coaching and counseling by the supervisor. Supervisor involvement is critical in the development of employees. The supervisor is in the best position to judge the quantity and quality of an individual's work and observe the level of productive leadership attitudes and behaviors. The coaching, counseling, and related skills of supervisors must be well developed in order to effectively

observe and articulate those observations meaningfully to their subordinates. This has become even more important with the advent of NSPS and evaluations being linked to pay. Supervisors are going to be required to articulate expected and actual performance more clearly.

The supervisor is the first point of contact for every employee for career development, a critical responsibility in order to develop a strong bench. In the 2003 Army Attitude Survey when employees were asked if their supervisor provided them with career counseling, only 33% responded affirmatively. The supervisor must have the skills, comfort, and awareness of varied and relevant resources to assist employees in this area.

Employees who can maximize employee-supervisor discussions. Leader development must begin at the time an employee enters the Army. Employees must have the comfort and skills to use the feedback and discussions with supervisors effectively in order to plan for continued development. This requires sets of skills for every employee.

Mentoring by senior leaders. Throughout reviews of leadership practices, involvement by leadership consistently appears as an imperative. Mentoring by senior leaders is one of the involvements addressed. Referring to the ATLDP-C survey respondents overwhelmingly agreed that mentoring is important for job performance (81.2%), leader development (82.9%), professional growth (82.5%), and career progression (78.7%). However, it is only encouraged in some of their organizations (31.2%) and there was a slight preference that mentoring should be an informal natural process without regulation (56.2%). In spite of this, the percentage was significantly high in agreement for mentoring being taught in leader development courses (75.7%).

Mentoring programs have been developed and promoted in some commands but not in others. This creates uneven opportunities for employees.

Current status. The ATLDP Imperative and recommendation included three direct actions which are currently being worked by appropriate offices (see Figure 2).

Action	Status
Increase coverage of interpersonal skills in progressive and sequential leader training at all levels	Incorporate in CES
Make interpersonal skills a dimension of performance evaluation for people in the leadership track	Part of NSPS
Make interpersonal skills a selection criterion for leadership positions	Determination of solution ongoing

Figure 2

The Civilian Education System (CES) is in the beginning stages of development. The task lists for these courses include a significant emphasis on interpersonal relationships throughout all levels of the curriculum. The first course within CES begins when an individual becomes a Department of Army civilian so the first effort in formally developing these skills begins within the first six months of working for the Army. Pending funding for development of the program (another recommendation), implementation of the entire CES program will be completed by the end of FY09.

Incentives. In addition to incentives as they were addressed earlier and the relationship of development to promotions, there are a number of types of incentives the Army could use to encourage employee mobility in support of leader development activities. Among these are the following:

- Establishment of a centrally funded account to pay employee salaries while in long term developmental assignments or attending formal training and education. This could apply for all such developmental activities of six

months duration or longer. Resourcing these developmental activities would reduce the burden on local employing organizations and provide encouragement to supervisors to release employees from their normal duties to participate by allowing temporary backfill.

- Require payment of Permanent Change of Station (PCS) and other relocation costs when filling permanent positions. This would encourage top quality talent to apply for positions which require geographical moves.

- Provide reemployment rights for certain Continental United States (CONUS) to CONUS moves. Providing reemployment rights for CONUS to CONUS moves, similar to those granted for CONUS to Outside Continental United States (OCONUS) locations could be helpful in meeting Army needs while providing employees return rights to their former geographical location upon completion of a prescribed tour of duty.

Requirements for civilians to be more multifunctional and multi-skilled than has been expected to this point, means new requirements for the Army as well. The Army must support moves for civilians as they do for their military members and as private industry does for their people.

Summary

Development of a CCDS that is responsive to the needs of the changing Army requires leadership commitment; adequate, consistent resourcing; accountability at all levels; the appropriate training and education, developmental experiences, and self-development opportunities available to the entire corps; and the feedback, coaching, and leadership involvement necessary for the individual to maximize the activities of development. Without these critical, key enablers, the system will not be able to produce the kinds of civilian Pentathlete leaders the Army needs to face the current and future challenges.

Recommendations:

Establish a comprehensive, integrated *Civilian Corps Development System* that –

a. Includes adequate *resourcing* which
   - Funds the defined costs for FY 06-07
   - Programs CCDS costs for the POM
   - Develops and funds a central account to support organizations with employees in long-term development

b. Requires *accountability* at all levels to include
   - Synchronized and published overarching, unified policy and guidance for civilian development of the entire corps
   - Responsibility for employee development in all supervisor evaluations
   - Communicates system capabilities to stakeholders
   - Providing incentives that support career development

c. Includes *Training and Education* which
   - provides holistic development of individuals, including both functional and leadership training
   - includes training with industry, academia, other services, joint, and interagency opportunities
   - leverages military training
   - supports sustainment of both leadership and functional competencies

d. Supports *Developmental Experiences* by
   - promoting experiences as a source for development at all levels
   - establishing a system that identifies, manages, and tracks experiences that provide leadership, cross-functional, and cross-service focus.
     - ➤ Short-term: Include GS 14-15s and equivalent in the Civilian Senior Leader Management Office talent pool
     - ➤ Long-term: Expand to GS 12-13 and equivalent

e. Supports *Self-Development* by

- promoting individual responsibility as integral to professional development
- providing central access to information to support life-long learning that is available to the entire corps (i.e., programs, products, and tools)
- developing and maintaining communities of practice/interest
- providing self-assessment tools
- ensuring accountability for IDP development

f. Supports the development of the skills necessary for **Feedback, Coaching, Counseling, and Mentoring** by

- assuring they are taught progressively in the CES courseware
- assuring they are included in the supervisor/manager courses
- providing tools to assist with these skills and making them readily accessible
- providing a lessons learned center focusing on civilian corps functions and responsibilities

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The team also conducted several visits and interviews with private organizations (e.g., General Electric, Bell South, etc.), other services and government organizations, interviews with key leaders in the Army, and meetings with Army organizations currently working in the leader development area. In addition, several comprehensive websites were reviewed (e.g. http://cpol.army.mil; http://www.opm.gov; etc.) for programs and other information.

ANNEX B – CIVILIAN WORKFORCE DEMOGRAPHICS

INFORMATION PAPER

SUBJECT: Civilian Workforce Changes

DESCRIPTION.

Chart 1. Total Army Civilian Strength: Since 1974 the civilian Army has undergone a number of significant changes in strength and composition. In the past 30 years there have been two draw downs, a major growth period in the mid 80s, and the longest and most significant drawdown in history that has lasted from 1986 through 2000. Currently, the civilian strength is the smallest it has ever been. The activities experienced during these 3 decades include: A-76 studies, early out policies with and without incentives, changes in laws and regulations, growth in technology, engagement in wars and the ending of others, contracting, and significant changes in the composition of the workforce both demographically and occupationally.

Chart 2. Army Civilians – Changing Faces. Since the baseline of the drawdown, 1989, a greater proportion of civilians are in professional, administrative, and technical occupations rather than blue collar or clerical.

Chart 3 & 4 Army Civilians by RNO and Gender. Representation by females has been on a steady decline since the baseline year of the drawdown while minority representation has increased overall. The decline in female strength is partly due to reductions in the support occupations that have traditionally been occupied by females. Representation of females in the high grades has improved, however as percent of grade strength they continue to be under-represented.
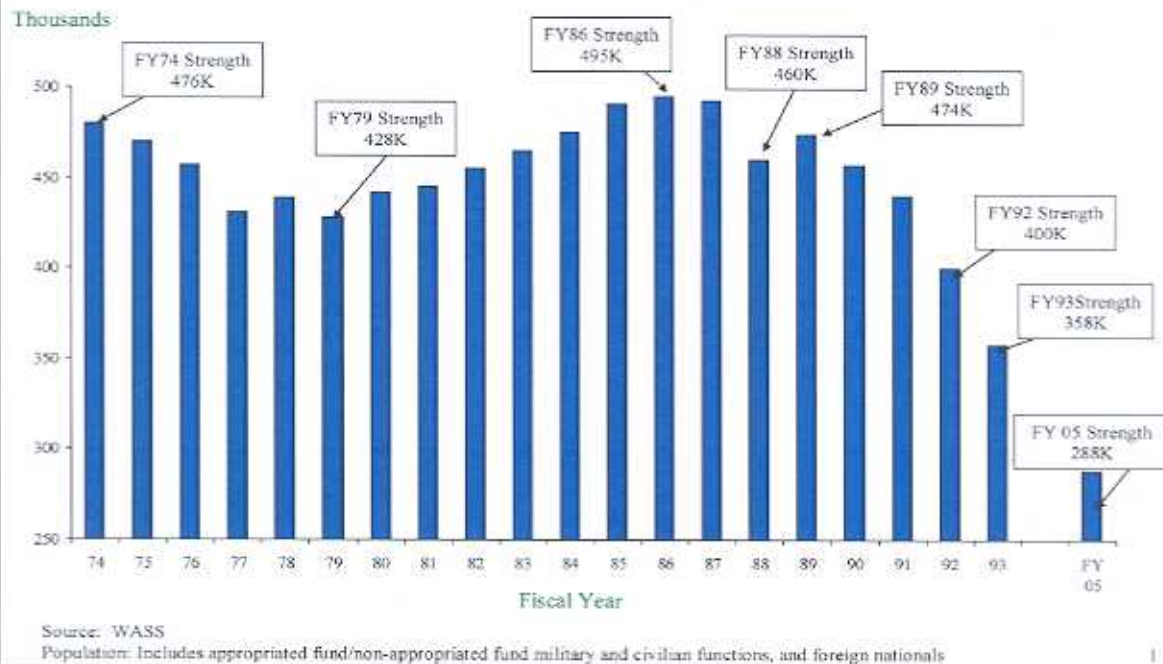
Chart 5 & 6. Army Civilians by Age Group. Since the baseline year the proportion of those who are 50 to 59 years of age has almost doubled. The average age increased from 42 to 47.

Chart 7. Civilian Career Program Strength. Compared to the baseline drawdown year the largest _decrease_ has been in the occupational areas of Comptroller and Engineers & Scientists (construction) while the largest _increases_ have been in Engineers & Scientists (non-construction) Safety Management, and Intelligence.

Chart 8 & 9. Retirement Eligibility. In the U.S. Direct Hire Appropriated Fund population that is approximately 82% of total civilian workforce, retirement eligibility since 1989 has increased from 16% to 39% while population size decreased from 337K to 210K. Currently there are a significant number of employees in leadership positions who are eligible for retirement. Even though overall retirements, as predicted, have not risen by more than 2K per year since the Boomer Retirement Bubble began in 03, the retirement eligibility densities in high grades have continually risen, which will result in more significant losses from senior grades within the next 5 years. With the approaching BRAC deadlines projected retirements from these grades will accelerate.

Chart 10. Workforce Revitalization Needs. The main message of the chart is that we are entering a tight market of experienced talent (the Bust Era.) The Army workforce is older than the civilian labor force. Thus it will be among the first few federal agencies that have the opportunity to select the best talent available in a short-supply market. Hence, for the Army, jump-starting ahead of others is going to mean closely following & executing the listed recommendations on this chart.

Total Army Civilian Strength
FY 74 through FY 05

Thousands

FY74 Strength 476K

FY79 Strength 428K

FY86 Strength 495K

FY88 Strength 460K

FY89 Strength 474K

FY92 Strength 400K

FY93Strength 358K

FY 05 Strength 288K

500

450

400

350

300

250

74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 FY 05

Fiscal Year

Source: WASS
Population: Includes appropriated fund/non-appropriated fund military and civilian functions, and foreign nationals

1

Army Civilians - Changing Face
FY89 vs. FY05

FY89

Blue Collar 23% (77,217)

Other 2% (6,827)

Professional 17% (56,635)

Administrative 22% (73,008)

Clerical 23% (78,179)

Technical 13% (43,289)

FY05

Other 4% (8,142)

Blue Collar 16% (33,337)

Professional 23% (47,203)

Clerical 9% (17,823)

Technical 17% (34,579)
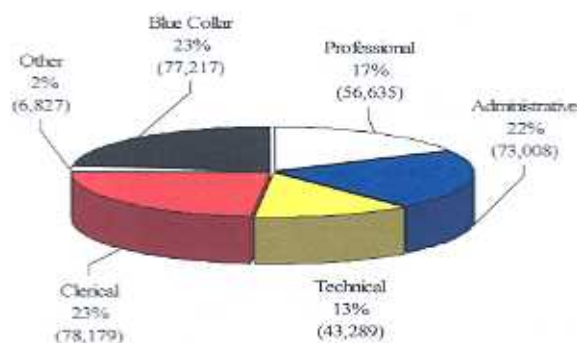
Administrative 30% (61,275)
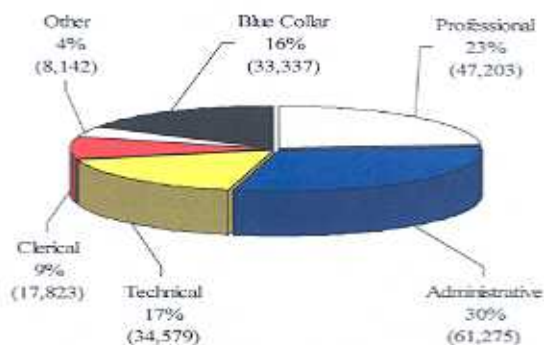
Data Source: WASS
Population: US Direct Hire Appropriated Fund

2

B-61

Army Civilians by RNO and Gender

FY89   RNO   FY05

American Indian 1% (3,366)
Asian 3% (11,184)
Black 16% (54,981)
Hispanic 5% (17,344)
White 74% (250,614)

Other 2% (3,713)
American Indian 1% (2,207)
Asian 3% (6,993)
Black 17% (35,286)
White 70% (147,539)
Hispanic 7% (14,205)

Gender

Male 58% (194,378)
Female 42% (143,116)

Male 61% (129,052)
Female 39% (80,893)
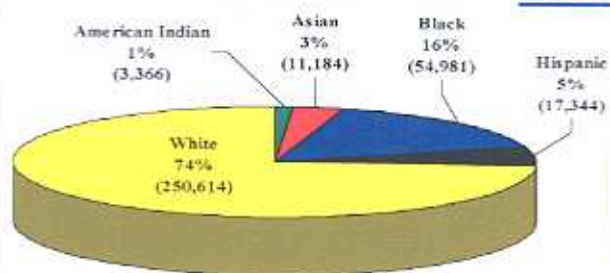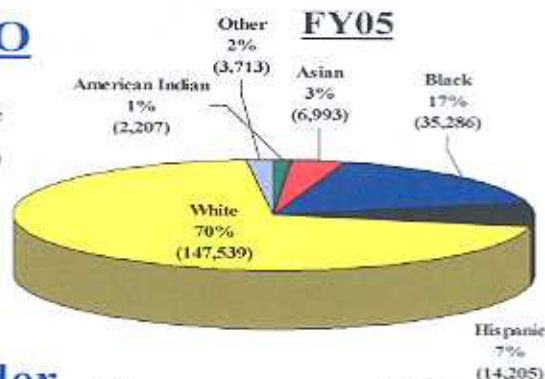
Data Source: HQ ACPERS-CPMF
Population: US Direct Hire Appropriated Fund

3

Army Civilians by Gender in GS-like Pay Plans

4
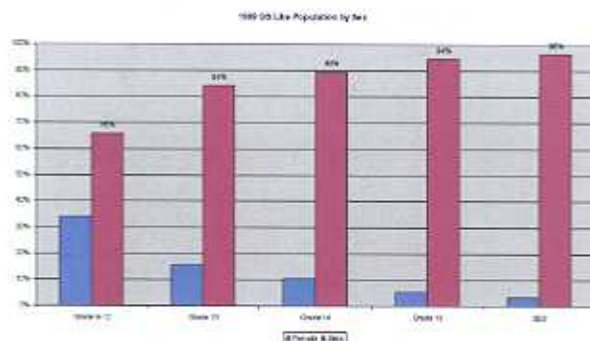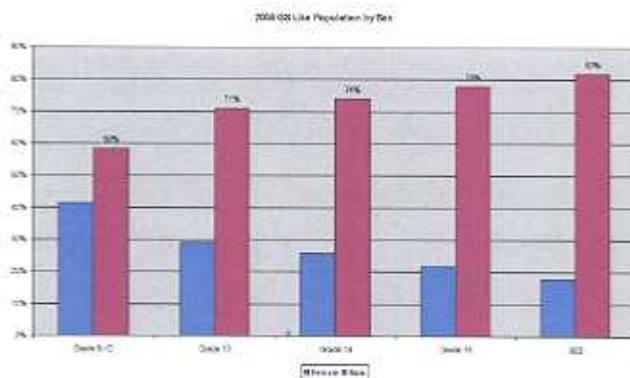
Army Civilians by Age Group
FY89 vs. FY05

FY89 pie chart labels:
- 55-59 9%
- 60+ 6%
- <30 14%
- 30-34 13%
- 35-39 16%
- 40-44 18%
- 45-49 14%
- 50-54 12%

← FY89

FY05 pie chart labels:
- 60+ 9%
- <30 9%
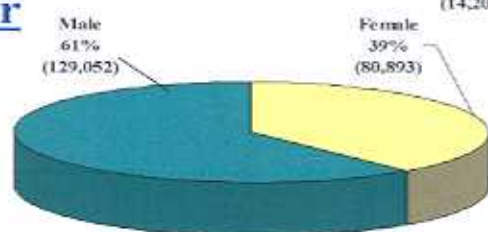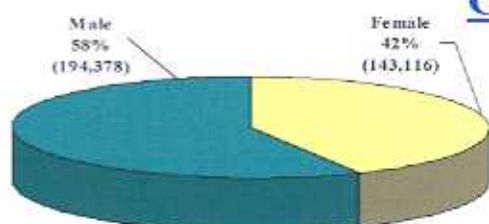- 30-34 6%
- 35-39 8%
- 40-44 14%
- 45-49 18%
- 50-54 20%
- 55-59 16%

FY05 →

Data Source: HQ ACPERS CPMF
Population: US Direct Hire Appropriated Fund

5

Workforce Age Distribution

Strength

Aging primarily due to limiting accessions

FY89 Average Age 42

FY 05 Average Age 47

Age
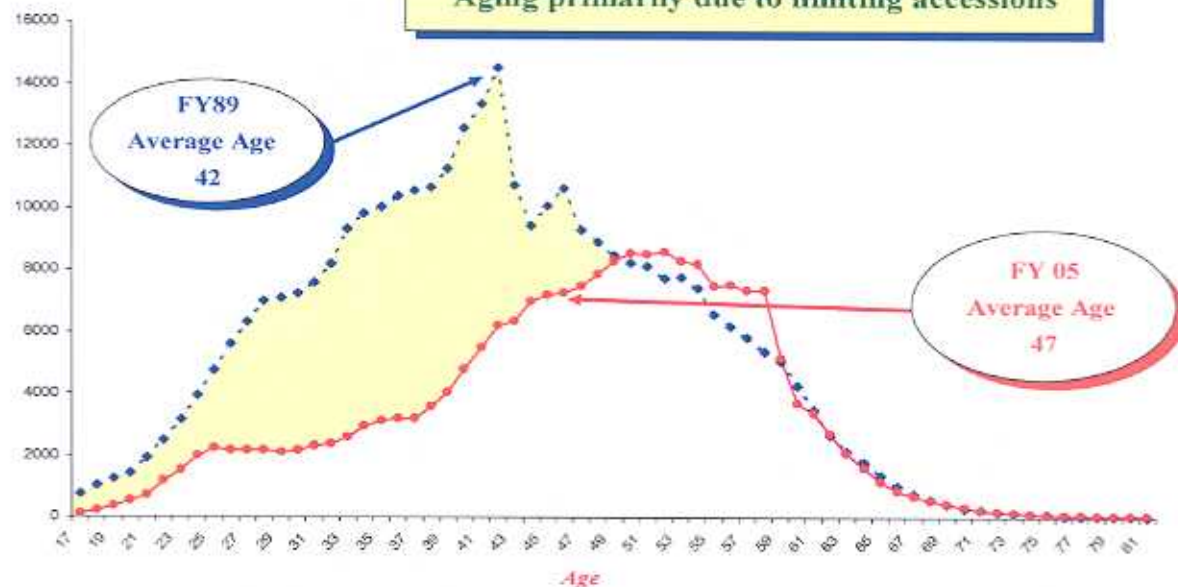
6

Civilian Career Program Strength FY89 vs. FY05

Career Program	FY89	FY05
Civilian Personnel Administration	3,463	2,158
Comptroller	13,402	9,918
Safety Management	895	1,096
Supply Management	7,220	5,219
Contracting and Acquisition	6,831	5,545
Quality and Reliability Assurance	1,643	862
Engineers and Scientists (Non-Construction)	13,641	16,344
Materiel Maintenance Management	6,838	6,124
Engineers and Scientists (Construction)	19,872	14,528
Security	2,360	1,641
Quality Assurance Specialist (Ammunition Surveillance)	724	541
Public Affairs	2,961	975
Transportation Management	814	1,089
Manpower and Force Management	1,846	2,059
Housing Management	360	415
Equal Employment Opportunity	445	454
Education Services	886	557
Training	3,326	4,333
Ammunition Management	776	959
Intelligence	412	2,912
Information Management Area	N/A	11,916
Military Personnel Management	N/A	1,050
TOTAL	88,715	90,095

Data Source: HQ ACPERS CPMF; Population: US Direct Hire Appropriated Fund

7

Retirement Eligibles
FY89 vs. FY05

FY89

Optional Retirement (CSRS/FERS) 6% (21,754)

Early Retirement 10% (34,394)

Not Now Eligible 83% (281,348)

FY05

Early Retirement 20% (42,763)

Optional Retirement (CSRS/FERS) 19% (25,016)

Not Now Eligible 61% (127,884)
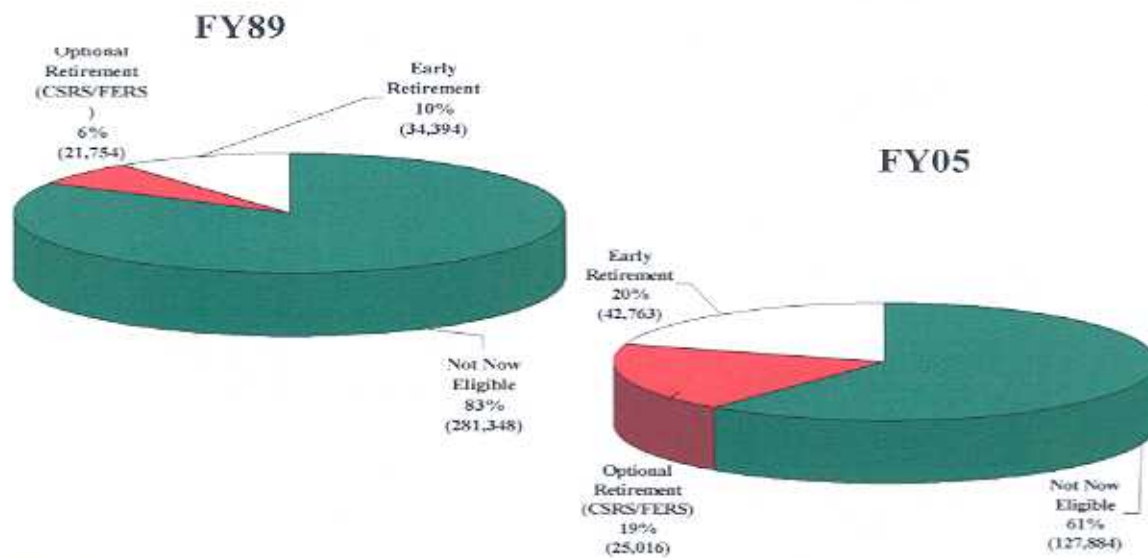
Source: WASS
Population: US Direct Hire Appropriated Fund

8

As of end of FY 05 in the career track population,
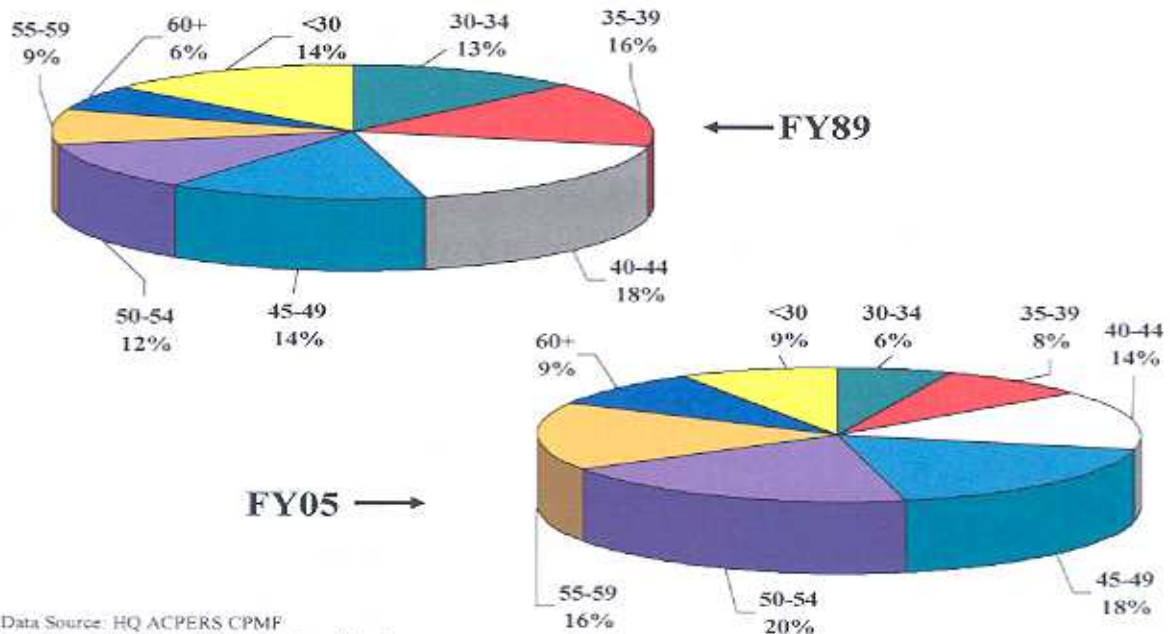
➢ In grades 9 through 15, 63% of non interns, were eligible for retirement with an average age of 53 and 25 years of service vs 49% of those who were interns with an average age of 48 and 23 years of service.

➢ In SES positions, 69% of non interns were eligible for retirement with an average age of 57 and 28 years of service compared to 37% of those who were interns were eligible for retirement with 48 years of age and 24 years of service

9

U. S. Army Civilian Workforce Revitalization Needs

Age Comparisons to the Civilian Labor Force (CLF)

A.

Age	Army Projections FY06	CLF Projections FY06
16-19	.4%	6%
20-24	4%	10%
25-34	10%	21%
35-44	20%	24%
45-54	42%	24%
55-64	26%	13%
65+	2%	3%

Army population: age groups 45 – 64 is twice that of CLF
& age groups 34 – 20 is half that of CLF

The FACTS on the FUTURE STATE

A. Army workforce is older than Civilian Labor Force

B. Replacements behind the Boomers from the Civilian Labor Force is going to be extremely competitive because:

CLF will provide a supply of warm bodies but fall short on supply of EXPERIENCED well qualified workers

Reason for Shortages: Baby bust population smaller; U.S. quality of education not competitive in global market; immigration slow down

(Hudson Institute, White Paper Beyond Workforce 2020)

B.

U.S. Birth Rates 1945 - 2000
Boomers Retiring
Baby Bust Population Small
Boom Echo
Lack Experience
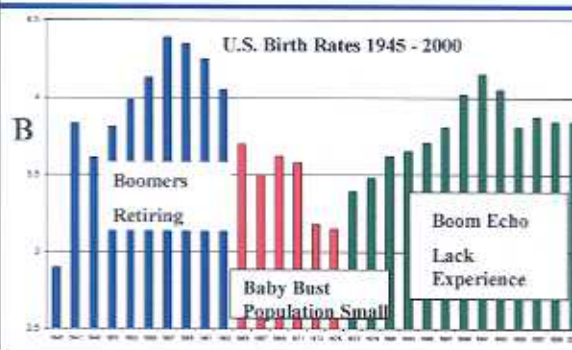
RECOMMENDATION / RESOLUTION

- Fill the pipeline, recruit entry level professionals – **INTERNS WITH SUSTAINED FUNDING**
- Hold on to older experienced workers
- Encourage transfer of knowledge from old to young
- Facilitate diversity – reach out & recruit diverse groups
- Market – be an employer of choice via strategic communication
- Train & develop to include continued education investments
- Offer 3 Rs at competitive rates
- Evaluate occupational current & future manpower needs, competencies, project shortfalls, plan, & act now

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ANNEX C – NSPS: THE NEW FRAMEWORK FOR LEADERSHIP

The National Security Personnel System (NSPS) enables the Department of Defense to better respond to the security threats and pressures the nation now faces. The HR system it replaces was rigid, labor intensive, and did not give managers the tools needed to lead the Department in the 21st century.

Under the former HR system, managers typically faced a daunting bureaucracy when attempting to make change. Performance was often bottom driven, with little or no focus on "Big Picture" organizational goals. Employees were not rewarded based on actual performance but were more likely to be rewarded based on historical precedent and trends.

With NSPS the HR management environment opens dramatically for leadership thought and initiatives. While it preserves all merit principles, it creates the ability to manage and lead based on the needs of the Department. Given this new opportunity, it is imperative to build and sustain a leadership team that can fully execute the spirit and intent of the new system.

There are specific ways in which NSPS can be leveraged to advance leader development. Consider:

- NSPS opens the opportunity to create a **_new mentality and corporate culture_** among agency leaders.

    o NSPS puts a number of programs into place immediately which will drive an eventual change in corporate culture. NSPS drastically simplifies hiring, evaluating employees, classifying jobs, setting pay, promotions, developing employees, and reshaping organizations. Leaders will learn to manage in this more open environment.

    o Under NSPS mission and organizational performance are tied together. Managers and employees who stay focused on results will be rewarded.

    o New authorities necessarily force leadership to think and act differently.

    o The system simplicity is a signal of how to operate: leaner, more deliberately focused on mission.

    o The role that is modeled by the new leadership will grow a stronger more responsive workforce.

- With NSPS, the Department can begin infusing the civilian workforce with a **_new type of employee_** carrying different and progressive expectations.

  - NSPS permits targeted recruiting and eases the appointment of new federal employees.

  - The system creates an environment of change and career expansion. It rewards employee performance, innovation and career growth.

- If properly executed, NSPS will create real **_accountability among leaders_** and will build an environment of accountability for future leaders

  - Communications are strengthened by the processes.

  - Managers will build a pay system in which all employees are not paid equally; moreover, they are paid based on their contributions.

  - Managers will be able to use pay as a recruiting tool.

  - Employee trust will be required; managers must learn to build it and keep it.

- NSPS can build the **_framework for success_** by creating:

  - stronger employees who are more successful.

  - the ability to refresh the workforce more easily.

  - the ability to use flexible appointments for shifting needs.

  - pay sufficient to retain high quality employees.

  - rewards for movement in and around the Department.

  - role modeling that develops employees to be more results oriented.

  - new tools that create greater flexibilities which, if used, will reinforce the new way of thinking.

The NSPS programs touch every aspect of HR Management. They will enable better recruiting, more effective placements, stronger development, and more equitable compensation and will continue to keep the focus on results. The following analysis ties the specific features of NSPS to the effect they will have on building the stronger workforce needed by the Army.

Classification – Structure and Use

Related Life Cycles: Acquiring; assigning; compensating

How leaders can leverage this program:

In general: The NSPS classification system is simple, easy to understand and devoid of voluminous paperwork. It lets managers and leaders place employees in jobs where they are needed, at the time they are needed. Managers will be able to structure jobs to facilitate employee intake and upward movement within a pay schedule; they may use multidisciplinary and multi-occupational jobs. Pay band structures will serve as motivational and developmental tools. Managers will be in a position to influence the pay ranges for groups of employees.

Leaders will need to be forward thinking planners. They will need a solid understanding of the system so they can apply its tools and options. This will require a thorough understanding of the organization's strategic goals, so they are shaping their workforce to meet those goals. They need to be able to craft a workforce, through creating jobs and assignments that will fit their own organization into the agency's priorities.

A closer look:

- **Acquire/Assign/Compensate**. There are clear paths within a given Pay Schedule for progression within and between pay bands. Managers will be able to use the pay band structure as a motivator for employees. Employees have a view of potential gains within their Pay Schedule and Pay Band based on their own performance and development.

- **Acquire/Assign**. Managers will be able to understand and use the system. Fourteen understandable classification standards form the basis for labeling and setting wage ranges for all jobs. Given this simplicity, managers will be able to craft their own organization structures and respond to mission changes more easily.

- **Assign**. Managers will be able to assign a broad variety of work to employees. Position descriptions will shrink from voluminous, multi-page documents to a few paragraphs of short, general statements of duties.

- **Compensate**. Employees will retain their ability to seek redress. They also retain the protections of the Fair Labor Standards Act. Similarly, managers retain their responsibility to address employee concerns about their job classification and related pay.

- **Assign/Compensate.** Supervisors are recognized as a separate classification group. They are placed in a separate Pay Schedule and are compensated for their leadership responsibilities. This segmentation into their own pay schedule sends a clear message about expectations and performance, i.e., their primary mission is not part of the work delivery system; moreover, they are expected to lead it and be compensated accordingly. Leaders can take advantage of this separate classification by compensating supervisors for their unique role.

Hiring and Assigning

Related Life Cycles: Acquiring, developing, assigning.

How leaders can leverage this program:

In general: Managers will have substantial flexibility in hiring and making employee work assignments. Layers of approval have been removed. Leaders will use these tools to keep the workforce refreshed, provide career opportunities for employees, respond to changing mission needs, and "flex" the workforce to compensate for skill shortages. Under NSPS, it will be easier to hire new employees into the federal government. Placing employees in jobs where they are needed will be vastly simplified and in many cases will require no paperwork. Employees will understand that their broad job descriptions and pay ranges will give them greater flexibility and opportunities to succeed.

As with the classification program, the NSPS hiring and employment rules will require leaders to be able to think strategically. They will be required to integrate mission needs and placement of employees. It will be essential for them to be able to keep the workforce refreshed and motivated through assignments and advancement opportunities.

A closer look:

- **Acquire/Develop.** Managers can use the Entry pay band within a particular Pay Schedule for new employee intake (e.g. interns) and can move the employees without competition to the next higher pay band.

- **Acquire/Assign.** Managers are now unconstrained in how long they advertise vacancies and the pool of candidates for whom the advertisements apply. If a brief announcement period to a small group of candidates will suffice, no further broadcast is required.

- **Acquire/Assign/Develop.** So long as the work performed is of "comparable worth", managers can freely move employees from job to job without competition. When competition is required, the scope of that

competition can be as broad or as narrow as the manager needs in order to find candidates.

- Acquire/Assign. There is no longer a "time in grade" restriction, so managers do not face this restriction when moving an employee from one pay band to another.

- Acquire/Assign. The Rule of Three has been eliminated (while Veterans Preference has been retained). Managers will now be able to select anyone within a specific category for appointment.

- Acquire/Assign/Develop. Managers can use temporary appointments and extended probationary periods, if needed.

- Acquire. In cases of severe shortage of candidates, managers will be able to use direct appointment authority after a one-time Department approval of a category.

- Assign/Develop. Employees can be detailed to similar work without any documentation.

Compensating

Related Life Cycles: Acquiring, assigning, compensating.

How leaders can leverage this program:

In general: Under NSPS, managers will have considerable flexibility in deciding how quickly their employees progress. They will be able to target their recruitment; use methods that fit their needs; create promotion environments in which employees move up quickly; reward employees for taking special assignments not necessarily of a higher wage level. Because pay is *results based*, employees will be compensated for the impact they have on the organization attaining its overall goals.

A closer look:

- Acquire/Assign.   Managers will now be able to decide the methodology used for selecting employees for promotion. For example, instead of standard vacancy announcements, managers may decide to use assessment boards.

- Assign/Compensate. Employees will be able to compete one time for entry into a pay band. Their movement to higher pay rates will then depend on the judgment of the manager. Managers will be required to differentiate in pay among employees holding identical jobs.

- **Compensate**. Managers will decide the monetary value of a promotion, ranging from a 6% to a 20% pay increase for an individual.

- **Assign/Compensate**. Depending on the way in which a manager decides to fill a specific job, some employees will be able to progress from pay band to pay band without competition. In some cases, managers will be able to non-competitively move employees from one Career Group (major classification segment) to another.

- **Assign/Compensate**. Managers will be able to use pay as an incentive for employees to change jobs without promotions. They may even compensate employees who volunteer for lower pay band jobs, should they be needed in that category. In some cases, managers will be able to pay employees to accept temporary assignments.

- **Compensate**. Pay Ranges will be established by DoD; however, managers have the opportunity to influence those ranges. In cases where pay is inadequate, managers will be able to request changes in the pay rates so they can attract and retain high quality employees.

Performance Management

Related Life Cycles: Assigning, developing, compensating, evaluating, transitioning

How leaders can leverage this program:

In general: This aspect of NSPS is perhaps the most striking feature of the NSPS. This is a pay for performance system. It begins with setting goals tied directly to organizational results and monitors and develops an employee through the rating cycle. At the close of a rating cycle the employee is rewarded for their specific contributions to the organization's success. Employees will be able to directly influence their compensation through their performance. Under this system, managers will be able to assess an individual's overall performance which includes on-the-job conduct in setting annual pay rates. Since performance is tied directly to organizational accomplishment, there is a top down view of what employees should accomplish in return for their compensation. Also, performance evaluations directly affect an employee's retention in the event of RIF, therefore, making this a most critical tool.

Managers and leaders must be able to make top-down connections between organization mission and goals to individual employee job objectives. They must not only be able to see those connections, but they must be able to clearly articulate them to all employees. Leaders will need strong communications skills so that all employees focus on the same organizational needs. Leaders will need

to groom their employees and teach them to communicate in order that their performance can be fairly assessed.

Leaders will be required to make meaningful distinctions among employees if this feature of NSPS is to be successful. It will take courage and commitment to change the current evaluation paradigm from one of "personal trends" to one of truly looking at the contributions and results of an individual.

A closer look:

- Assign/compensate. *(dupe from Compensation above)* Employees will be able to compete one time for entry into a pay band. Their movement to higher pay rates in that band will then depend on the judgment of the manager. Managers will be required to differentiate in pay among employees holding identical jobs.

- Evaluate. Leaders will no longer craft individual performance standards. Instead, employees will be evaluated against (8 or 9) standard performance factors (technical proficiency, critical thinking, teamwork, communications, customer focus, resource management, achieving results and leadership/supervision, if applicable). Leaders will be required to accurately differentiate among employees to fairly assess performance. This will require refined skills of discernment, communications, and analysis.

- Evaluate/Assign/Transition. Poorly performing employees will fall behind in compensation. Managers will have more tools to deal with these individuals. They will be able to move them more easily into jobs for which they are better suited. They will continue to have the option of separating them from federal service, should that be necessary. Managers will have the options of counseling and discipline when appropriate.

- Evaluate/Assign. Managers can reassign employees without their agreement and reduce their pay (up to 10%) when appropriate.

Workforce Reshape

Related Life Cycles: Assigning, compensating, evaluating, transitioning

How leaders can leverage this program:

In general: Managers will be able to target specific portions of an organization for reshaping or elimination. This will enable them to limit the impact of a workforce change. They will be able to use tools including voluntary and involuntary reassignments, voluntary reductions in pay band, RIF and TOF.

Long range planning should take into account the predicted mission demands, skills availability and funding levels.

A closer look:

- Transition. Competitive areas for RIF can be defined in a number of ways. They can be defined along product lines, funding lines, business lines, geography or organization. Managers will be responsible for defining the competitive area in a way that will yield the desired outcome while minimizing workforce disruption.

- Assign/Compensate/Transition. Managers will be able to involuntarily reassign employees and reward them for their reassignments.

- Transition/Evaluate. Employee retention will be influenced directly by their performance evaluation. That being the case, leader decisions about job objectives and performance evaluations will directly affect any subsequent reshape initiatives.

ANNEX D – ESSENTIAL REQUIREMENTS FOR LEADER DEVELOPMENT IN THE 21ST CENTURY
Government & Nongovernment Studies

NAPA	WEXFORD (SAW)	AMA	ATLDP-C	TAI 5
Top leadership commitment	Top leadership involvement	Deep involvement of senior management	Top leader commitment	Proponent for leader dev programs
Resources	Investment in civilian development	Dedicated resources	Resource leader development	Resource as investment vs. cost
Accountability	Central management of senior leaders	Accountability	Performance accountability and feedback	Accountability
Performance management		Measure and monitor	Performance evaluation/management	
Planned sequential and progressive assignments	Structured career development Managed assignments	Meaningful leadership development experiences	Broader career management system Centralized Army education system	Leader dev experiences integrated into long term growth and development system
Formal training and education	Senior leadership training/education at non-government institutions		Balance of training and education, operational assignments, self development and mentoring	Progressive and sequential civilian education system
Mentorship	Assign mentor to each senior army workforce member	Mentor	Publish mentorship definitions, guidelines, best practices	
Self development			Promote self development as part of Army lifelong learning philosophy	Leader development systems include self development component

Key:
NAPA: National Academy for Public Administration "Final Report and Recommendations, The 21st Century Federal Manager", Feb, 2004

Wexford (SAW): The Wexford Group International, Senior Army Workforce construct developed for the U. S. Army, June, 2004

AMA: American Management Association "Leading into the Future: Lessons Learned from the Global Leadership Development Survey", Nov 2005

ATLDP-C: Army Training and Leader Development Panel Civilian Study Report, Feb 2003

TAI5: TRADOC Areas of Interest Issue Papers on Civilian Leader Development, Dec 2005

ANNEX E – ARMY TRAINING AND LEADER DEVELOPMENT (ATLD) RECOMMENDATIONS – REVIEW AND STATUS

There were four primary imperatives that came out of the ATLD study and twelve general recommendations.

Imperative 1 -- Accountability

Recommendation 1: Make Army civilian training, education and leader development a higher priority.

Action	Status
Implement and assess ATLDP recommendations	Regular reports
Provide and protect resources for developing, training and sustaining	Input has been made to APPG and APGM (Sec II & III of Army Plan)
Move proponency for leader development from G1 to G3 with TRADOC as executor	Completed

Within this recommendation, the study group found that the role of Army civilians is not clearly and concisely defined. This need for definition has clearly increased and has not yet been addressed.

Recommendation 2: Ensure the Army civilian performance evaluation system provides effective performance accountability and feedback, and provides for professional development.

Action	Status
Align individual developmental and performance objectives with organizational values and goals	Actions here are G1 responsibility
Provide incentives to enhance performance and encourage lifelong learning	With NSPS, there needs to be a relook of this group of actions – working as a result of 15 Dec 2005 meeting
Provide ongoing, documented feedback regarding performance, individual development goals, career development	
Provide a metric for performance evaluation, movement through "bands of excellence", promotion selection, retention	G1 has just released a 180° instrument (CLIMB)
Monitor compliance of organizations and leaders regarding the implementation and documentation of the performance evaluation cycle	
Determine appropriate consequences for noncompliance and means for enforcement	

Imperative 2: Life-long Learning

Recommendation 3: Create a training and development paradigm that incorporates a lifelong learning philosophy.

Action	Status
Define and develop a philosophy of lifelong learning	Defined in DA Pam 350-58 with self-development Currently found throughout various Army publications
Encourage Army civilians to follow the lifelong learning philosophy through a balance of training and education, operational assignments, self-development, and mentoring	Part of Strategic Communication Plan (currently moving to publication)

Recommendation 4: Replace the current civilian career programs and career fields with a broad career management system for all Army civilians in support of readiness.

Action	Status
Create a career management system for all civilians that includes both leader and technical tracks.	Was part of SAW – proposal now on strategic pause, although included in Army Campaign Plan
Define functional area, technical, and leader competencies	Leader competencies have been developed by CAL, G1 and there are OPM competencies.

Recommendation 5: Implement a developmental continuum for Army civilians.

Action	Status
Develop an Army-wide system for organizations and individuals to forecast, plan, monitor, and track training experiences	Tracking system/database was too deeply embedded in ATLD recommendations to gain attention – recommended move to Priority 1 at 15 Dec review
Tie to progressive and sequential leader/technical training plans, with decision points for career options.	Currently resides in ACTEDS Career Plans for the 40% of corps in career programs
Ensure career road maps are tied to the broad career management system for all Army civilians to use in self-directed career management	Same as above No maps for those not in career programs
Implement "bands of excellence" for career progression	Overcome by NSPS
Train feedback and developmental counseling skills in all Army leadership courses and provide specific training	Incorporated into CES

Recommendation 6: Promote self-development as part of the Army lifelong learning philosophy.

Action	Status
Clarify, publish, and disseminate Army policies and expectations regarding civilian self-development	Included in DA PAM 350-58 Included in Strategic Communication Plan
Adopt and publish a standard definition for self-development: Self-development encompasses activities and learning which enhance lifelong personal development while contributing to professional competence and organizational mission effectiveness	As above
Execute self-development within a balanced framework of training and education, developmental experiences, and mentoring	Built into CES

Recommendation 7: Publish and make accessible the guidelines, definition, and best practices for mentoring partnerships. Adopt and publish the following definition:

Mentoring refers to the voluntary, developmental relationship that exists between a person of greater experience and a person of lesser experience. It involves a proactive, selfless commitment to foster personal and professional growth in others based on mutual trust and respect, sustained through careful listening, sincere caring, and sharing of knowledge and life experiences for the betterment of the individual and the Army. Mentoring reinforces Army values and develops leaders who can meet the challenges of the future.

Action	Status
Recommendation as above	DA PAM 690-46 Mentoring for Civilian Members of the Force was last published in July 1995 New mentoring website now available – continued work

Recommendation 8: Develop a centralized Army education system, integrating civilian and military individual training, education, and development where appropriate.

Action	Status
Identify Army civilian leader competencies that support readiness	TRADOC developed a task list for CES – Fall 2004
Increase access to training and development through a variety of sources (college and universities, developmental assignments, distance learning, etc.) while enforcing systematic accountability	
Integrate civilian and soldier education, training, and, development throughout all levels	CED office developed at CAL to work synchronization and integration issues
Broaden the targeted Army civilian education and training base (e.g., earlier in career, lower grade level, career and noncareer programs)	CES courses designed to begin when employee enters Army; available to all career and noncareer employees
Create a structured, progressive, sequential institutional approach designed to support bands of excellence and increase competencies throughout an Army civilian's career	The series of four CES courses are to be progressive and sequential

Imperative 3: Interpersonal Skills

Recommendation 9: Make interpersonal skills development a priority.

Action	Status
Increase coverage of interpersonal skills in progressive and sequential leader training at all levels	Incorporated in CES
Make interpersonal skills a dimension of performance evaluation for people in the leadership track	Part of NSPS
Make interpersonal skills a selection criterion for leadership positions	Determination of solution ongoing

Imperative 4: Army Culture

Recommendation 10: Integrate and strengthen relationships within the Army.

Action	Status
Periodically renew and reaffirm the oath of office for civilians	Oath on PERMISS G1 policy memo to be published Included in Strategic Communications Plan Oath readministered in SBLM
Adopt and use an Army Civilian Creed	Civilian creed developed, published and marketed Included in draft FM6-22
Publish an Army Civilian Handbook that describes the roles and duties of the Army civilian and explains the traditions and customs	Handbook completed and in final staffing Due for publication shortly Used as GFI for CES DL courseware development
Strengthen and integrate the relationship among Officers, Warrant Officers, Noncommissioned Offers and Army Civilians	Civilians included in revised publications Leader development collocated Civilians liberally included in The Campaign Plan
Provide Army civilians and soldiers the leader training and education for supervising each other appropriately	Included in CES Supervisor course being rewritten and reworked for DL
Provide "greening" and "graying" courses	Greening being incorporated into CES Orientation course and reinforced "How to Supervise Soldiers" being worked into current rewrite of Supervisor Course HR for Supervisors – course for military members None of these courses currently have tracking systems to monitor completion

Recommendation 11: The Army must increase its commitment to Army civilians.

Action	Status
Create a climate that facilitates Army Transformation	Civilians included in Army Transformation Plan which became Army Campaign Plan
Publish a CSA statement addressing the importance of the interdependent relationships among the cohorts of the Army Team	CSA statement published CSA statement included in Strategic Communications Plan
Implement a Strategic Communication Plan for stating and publicizing the Army's commitment to Army civilians	Draft written Need to staff and publish
Establish a Civilian Advisory Board, whose chairperson will represent and advocate Army civilian matters to the CSA	Completed – CAB established in FY05

Recommendation 12: Adopt and incorporate into doctrine the following:

"The Army Civilian Corps in an experienced professional cadre committed to serve the nation."

And

"The Army Civilian Corps provides mission-essential capability, stability, and continuity during war and peace in support of the soldier."

Action	Status
Recommendation as above	Civilian Corp is used in draft FM 6-22 Memo for CSA signature is drafted and moving towards signature

ANNEX F – CURRENT LEADER DEVELOPMENT COURSES

For nearly 20 years now there have been a series of centrally funded leadership courses to include the following

Course	Length	Target Audience	Priority
Intern Leader Development Course (ILDC)	1 week	New interns	Priority I
Leader Education and Development Course (LEAD)	1 week	New first line supervisors	Priority I
Leadership Education and Development (LEAD) Train the Trainer Course	2 weeks	Lead trainers	
Organizational Leadership for Executives (OLE)	2 weeks	GS 12 – 15 LTC/COL	Priority II
Personnel Management for Executives I (PMEI)	2 weeks	GS 13-14 MAJ and above	Priority II
Personnel Management for Executives II (PMEII)	1 week	GS 13-14 MAJ and above	Priority III
Sustaining Base Leadership and Management Program (SBLM)	12 weeks + DL	GS 12-14 LTC/COL	
Action Officer Course (AOC)	21 DL hours	New journey-level civilians	Priority I
Supervisor Development Course (SDC)	39 DL hours	New supervisors of civilians	Priority I
Manager Development Course (MDC)	20 DL hours	New managers	Priority I

Assessments

One of the findings from the ATLDP-Civilian Study was that there was not a consistent tool used for the assessment and management of individual developmental goals for guiding career development. Assessments and feedback are necessary to support employee development and improvement. Assessment tools can be an effective means to help identify employee strengths and weaknesses. They can take the form of 360 or 180 instruments that get input from others on individual performance or they can be instruments that individuals can use to perform self assessments . They can serve as coaching and mentoring tools that break inhibitors to effective communication, management, and productivity. They can also reduce conflicts in personality and style that get in the way of problem solving.

Current state

Assessment. The Army currently does not have a systematic approach for providing tools to the workforce that support self-assessment and feedback. There are, however, systems currently being developed/made available by various Army organizations that would provide the much needed tools that support employee development. Two initiatives, in particular, are the Civilian Leader Improvement Battery (CLIMB), sponsored by HQDA G1, Civilian Personnel Evaluation Agency, and the Army 360 degree instrument being developed by CAL for the military component. These tools provide different means to conduct self assessments that are critical for making improvements, behavior changes, and career development decisions.

- **CLIMB.** This includes two assessment instruments: Personal Characteristics Measure and the Self-Supervisor Assessment. They provide competency based self-assessment tools that allow internal talent to identify strengths and weaknesses and direct them to the most appropriate training and developmental activities. The tools will be diagnostic and prescriptive, web-based, linked to the 27 OPM leadership competencies, and will link identified weaknesses to training opportunities. The tools are free and prototypes are currently being fielded at

selected installations with the intent of making them available to all Army. Following are descriptions of the tools.

- *Personal Characteristics Measure*. This tool was originally developed to assess Special Forces leaders. It uses background data to measure competency linked characteristics. Each characteristic is linked to one or more of the 27 OPM competencies. The items in the tool focus on past behavior and reactions to work events. It compares the users' responses to those of highly successful supervisors. The greater the similarity between the users' responses and highly successful supervisors, the higher their scores. It also provides instant narrative feedback, recommendations for improvement, and suggestions for further training.

- *Self-Supervisor Assessment*. This is a 180 degree web-based version of the Leadership Effectiveness Inventory, which is a 360 degree assessment developed by OPM. It measures the 27 OPM leadership competencies and provides behavioral descriptions of each competency. The tool gathers impressions of individual competence and that required for the job from the users and their supervisors. It generates instant reports on competencies and directs users to developmental training owned by Army/DoD, based on deficits.

- **Army 360 Instrument.** CAL has developed 3 separate 360 degree instruments for the military only—one for senior leaders, one for mid-level leaders, and one for NCOs. The participants receive input from at least 3 superiors, 3 peers, and 3 subordinates, all anonymous. The data is aggregated to provide reports to commanders, with the intent of providing insights that help commanders better prepare their soldiers. The instruments include 4-5 behavior questions matched to each of the 8 competencies in FM 6-22 (draft). When building the instruments, CAL considered 3 industry instruments and 14 military 360s that already existed, as well as 2 civilian instruments. While the current instruments are costly because they provide individual coaches for participants, CAL is working on ways to minimize costs while still maintaining a high degree of effectiveness.

GLOSSARY OF TERMS

ACCE
Army Civilian Corps Enterprise System

ACTEDS
Army Civilian Training and Education Development System

AOC
Action Officer Course

AMA
American Management Association

APQC
American Productivity & Quality Center

ARFORGEN
Army Force Generation

ASCC
Army Service Component Command

AKO
Army Knowledge Online

AMSC
Army Management Staff College

ARI
Army Research Institute

ATLDP-C
Army Training and Leader Development Panel—Civilian Study

ATRRS
Army Training Resource Requirements Systems

APQC
American Productivity and Quality Center

ATLD
Army Training and Leader Development

CAL
Center for Army Leadership

CCDS
Civilian Corps Development System

CES
Civilian Education System

CLIMB
Civilian Leader Improvement Battery

CPMS
Civilian Personnel Management System

CPOL
Civilian Personnel On Line

CSLMO
Civilian Senior Leader Management Office

CAC
Combined Arms Center

DA
Department of the Army

DA Pams
Department of the Army Pamphlets

DOD
Department Of Defense

ESP
Executive and Senior Professional

EOH
Executive Office of the Headquarters

FMs
Field Manuals

GO
General Officer

HQDA
Headquarters Department of the Army

IDP
Individual Development Plan

IPA
Intergovernment Personnel Act

ILDC
Intern Leader Development Course

JIM
Joint, Interagency, Multinational

LEAD
Leader Education and Development Course

MDC
Manager Development Course

TWI
Training with Industry

NAPA
National Academy for Public Administration

NSPS
National Security Personnel System

OLE
Organizational Leadership for Executives

PMEI
Personnel Management for Executives I

RDL
Reimer Digital Library

RETAL
Review of Education, Training and Assignment for Leaders

RIF
Reduction In Force

SA
Secretary of the Army

SAW
Senior Army Workforce

SES
Senior Executive Service Management

SSC
Senior Service College

SDC
Supervisor Development Course

SBLM
Sustaining Base Leadership and Management Program

IPA

Intergovernmental Personnel Act

TDA
Tables of Distribution and Allowances

TRADOC
Training & Doctrine Command